

SIERRA EDUCATIONAL NEWS

Official Publication of California Teachers Association
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JOSEPH MARR GWINN.....President

ROY W. CLOUD.....State Executive Secretary

VAUGHAN MACCAUGHEY, Editor

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California High School Principals Convention

This issue of Sierra Educational News features secondary school material of interest to California junior high school, senior high school, and junior college people.

A digest of the Santa Cruz convention will appear in the May issue. Advertisers of high school texts, equipment and supplies, will have special features in that issue, which also reports the Annual C.T.A. State Council Meeting.

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SIERRA EDUCATIONAL NEWS

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1931



Volume XXVII

Number Four

Athletics and the Social Crisis

DON B. CRAMER, *Yuba City Union High School*

WESTERN civilization is passing through a social revolution unparalleled in history for scope and power. Its coming was inevitable. The religious, political, and intellectual revolutions of the past five centuries, which together created the modern world, necessarily had to culminate in an economic and social revolution such as is now upon us.

By universal consent, this social crisis is the overshadowing problem of our generation. The industrial and commercial life of the advanced nations is in the throes of it.

In politics all issues and methods are undergoing upheaval and re-alignment, as the social movement advances. In the world of reason all serious minds point like compass-needles to this magnetic pole of thought.

This revolution has been slow in reaching this country. But we have been exempt not because we have solved the problem but because our young men and women of all classes meet upon a common ground; namely, the field of sport.

Apart from organized athletics, the co-operative spirit of play is a factor of incalculable power in the making of history. In the idealistic spirits that lead and in the masses that follow, the athletic spirit always intensifies thought, enlarges hope, unfetters daring, evokes willingness to sacrifice, levels rank distinction, gives coherence to values.

Under the warm breath of physical activity all social institutions become plastic. This spirit removes racial and class barriers and obliterates sectional impossibilities.

This relation between organized athletics and the social crisis is one of the most pressing questions for all intelligent men who realize the

power of concentrated effort and, most of all, those leaders of the people who give direction to the competitive and co-operative forces of athletics.

* * *

Emerson's Brahma

A Paraphrase

HAZEL GERTRUDE LONG, *Instructor in Journalism
Pasadena Junior College*

INSCRUTABLE am I in all my ways;
Nor criminal nor victim fathom my workings.
Me they may not flee—I am Creator
And Creation.

Time to me is nothing;
Happiness and sorrow all are one.
I am all the gods of the universe
From those of eons past and all forgot
To those of ages yet to come;
Unchanged, unchanging am I—
Good and ill to me are but alike.

Without me man may never reckon;
Though he fly to the uttermost parts
Of the earth—"take the wings
"Of morning, pierce the Barcan wilderness,
"Or lose himself in the continuous woods
"Where rolls the Oregon. . . ." yet I am there,
The Cause and the Effect, both Alpha and
Omega,

The beginning and the end. I am man
And all the creatures of his own creation,
Alike the inspiration and the song.

Among all dwelling-places of the gods,
Men vainly search to find me;
The simple man whose love is in the Good
Seeks me not above, but finds me here—
Omnipotent, omniscient, omnipresent,
God in Nature, god-in-everything.

School Legislation: Progress Report

March 20, 1931

ROY W. CLOUD

EDUCATIONAL measures pending before the State Legislature are beginning to receive their due consideration from the respective Education Committees of the Senate and Assembly.

In both houses the committee members are especially sympathetic to school proposals and are willing to give the fairest consideration possible to the matters at hand.

California Teachers Association, this year, had fewer proposals before the Legislature than at any legislative session for a number of years. Only six proposals came direct from the C.T.A. The many others came from suggestions of interested parties, or were proposed by those either friendly or unfriendly to existing school conditions.

Married Women

The first matter of great importance which was considered was **A. B. 1630**. It had to do with the employment of married women. Such determined opposition came to the members because of this bill that the author voluntarily withdrew it from the Legislature and so killed it before it had any chance of consideration.

Teacher Tenure

The various tenure bills before the Legislature were given consideration in the Assembly Committee on Tuesday, March 17. **A. B. 9, 366, and 1166** were discussed. In order that 356 might also be heard the bills were put over for further consideration until Tuesday, March 24. The Sierra Educational News will be on the press by March 24, so this advance notice is all that can be given to the teachers at this time.

A determined effort will be made by those opposed to the present tenure system to weaken the bill. Mr. Cobb, who sponsors the California Teachers Association measure, **A. B. 366**, is making a strong effort to keep the proposal just as originally drawn.

Teacher Retirement

Retirement came before the Education Committee of the Senate on Thursday evening, March 19. Because of the fact that Retirement is more intimately associated with the financial department of the State than the education

department, the bill was referred to the Senate Finance Committee.

At the 1929 session of the Legislature, one of the reasons for delay was in getting the Rochester Bill through the Senate Education Committee. **S. B. 260** has now passed that body and is in the committee where the hardest attack upon it will be made.

The C. T. A. Retirement Bill, **S. B. 260** by Senator George W. Rochester, will require a financial appropriation on the part of the state of approximately \$3,800,000.

This amount has been further increased by the fact that the Senate Committee on Education amended the bill to provide a \$900 retirement salary to all those teachers who already have been retired. This addition further increased the amount necessary to be raised by the state, from \$3,800,000 to \$4,348,000 per year or approximately nine million for the biennial period.

The large amount of appropriation required is the main factor working against the passage of the Retirement Bill. The members of the Legislature are in hearty sympathy and would like to pass a sound Retirement measure.

The Governor also has approved the proposal, so all who are working for it hope that the Rochester Bill will become a law. Senator Rochester is working earnestly for the passage of the measure and is leaving no effort undone to carry his proposal.

School Budget Bills

Senate Bills **664, 665, 666**, and the other bills having to do with school budgets, in the Senate came for hearing before the committee on March 19.

The committee was not favorably inclined to the bills but felt that some check should be made upon the increasing expenditures in the schools.

They therefore asked that **S. B. 473** by Senator Deuel, which provides that school budgets be published, should be amended in order to have a preliminary budget published before it is adopted by the Board of Trustees of the district.

Between the time of such publication and the time of adoption by the Board, anyone

opposed to the school budget might make their opposition known to the Board.

Mr. Kersey, who personally opposed the bills before the committee, was made a member of a sub-committee, to report back on Thursday evening, March 26.

Lapsing of Districts

A. B. 866, 867 and 868, which would have caused the lapsing of districts, met with such opposition that they were "passed on file" which means that they will not be considered again unless a determined effort is made by some one to have them come before the committee for re-hearing. It is improbable that such action will be taken.

Classification of Districts

The State Department will amend A. B. 1415 by Reid, relating to the classification of school districts, in such a way that it will require a majority vote in **each** of the districts to form the unionization called for by the bill. This will probably eliminate most of the opposition that has developed to the passage of the proposal.

* * *

The following action has been taken on school measures, to March 20:

S. B. 26 Do pass as amended
 S. B. 47 Do pass
 S. B. 52 Do pass as amended
 S. B. 53 Do pass as amended
 S. B. 131 Passed Senate
 S. B. 144 Passed Senate
 S. B. 156 Passed Senate
 S. B. 182 Amended
 S. B. 236 Passed Senate
 S. B. 237 Passed Senate
 S. B. 238 Passed Senate
 S. B. 239 Passed Senate
 S. B. 240 Passed Senate
 S. B. 241 Passed Senate
 S. B. 242 Passed Senate
 S. B. 243 Passed Senate
 S. B. 244 Passed Senate
 S. B. 245 Passed Senate
 S. B. 246 Passed Senate
 S. B. 247 Passed Senate
 S. B. 248 Passed Senate
 S. B. 249 Passed Senate
 S. B. 250 Passed Senate
 S. B. 260 Referred to Finance Committee
 S. B. 280 Passed Senate
 S. B. 292 Amended
 S. B. 423 Passed Senate
 S. B. 437 Do pass as amended
 S. B. 450 Passed Senate
 S. B. 452 Passed Senate
 S. B. 664 Tabled
 S. B. 665 Tabled
 S. B. 666 Tabled
 S. B. 785 Do pass
 S. B. 827 Passed Senate
 S. B. 828 Passed Senate
 S. B. 830 Passed Senate
 S. B. 835 Passed Senate
 S. B. 836 Passed Senate
 S. B. 837 Do pass

S. B. 838 Passed Senate
 S. B. 841 Passed Senate
 S. B. 844 Passed Senate
 S. B. 846 Tabled
 S. B. 847 Passed Senate
 S. B. 848 Passed Senate
 S. B. 849 Passed Senate
 S. B. 850 Passed Senate
 S. B. 851 Passed Senate
 S. B. 852 Passed Senate
 S. B. 853 Passed Senate
 S. B. 906 Passed Senate
 A. B. 433 Passed Assembly
 A. B. 469 Passed Assembly
 A. B. 470 Do pass
 A. B. 525 Passed Assembly
 A. B. 554 Do pass
 A. B. 866 Passed on file
 A. B. 867 Passed on file
 A. B. 868 Passed on file
 A. B. 896 Do pass
 A. B. 922 Do pass
 A. B. 952 Passed Assembly
 A. B. 953 Passed Assembly
 A. B. 954 Passed Assembly
 A. B. 1035 Passed Assembly
 A. B. 1050 Do pass
 A. B. 1052 Amended
 A. B. 1138 Do pass as amended
 A. B. 1168 Amended
 A. B. 1229 Passed Assembly
 A. B. 1246 Passed Assembly
 A. B. 1264 Passed Assembly
 A. B. 1265 Passed Assembly
 A. B. 1331 Do pass as amended
 A. B. 1490 Passed Assembly
 A. B. 1698 Amended
 A. B. 1856 Amended

* * *

Every California Teacher Should Reply

U. S. OFFICE OF EDUCATION at Washington, D. C., is now distributing important questionnaires which have been prepared by the national survey of the education of teachers.

These questionnaires are being distributed through state, county, and city superintendents, and school principals in all of the states.

It is the hope of the survey commission that there may be a unanimous response from California, in order that important facts of our profession may be ascertained and made accessible to all of the nation's teachers.

California Teachers Association urges cordial co-operation on the part of every teacher in the state. The questionnaire is neither too long nor too detailed to occupy an undue amount of time in its preparation.

* * *

On-to-Los Angeles Committees

COMMITTEES in all parts of California are now vigorously at work on the summer N. E. A. convention at Los Angeles.

City, county, and other community committees have been organized in connection with local teachers clubs and with the C. T. A.

All persons who plan to attend the Los Angeles convention should get in touch with their local committee, register, and arrange for hotel reservations and transportation.

WORLD FEDERATION OF EDUCATION ASSOCIATIONS holds its fourth biennial conference at Denver, July 27-August 1.

Charles H. Williams, secretary of the Federation, with headquarters at University of Missouri, Columbia, has bulletins and other printed matter available to any California teachers who desire detailed information.

The World Federation, born in California in 1923, has held great conventions in Edinburgh, Toronto, and Geneva.

The N. E. A. Convention at Detroit

DR. J. M. GWINN, *President, California Teachers Association*

THE chief theme of the Convention related to the articulation of the program of education internally and with society of which education is or should be an organized part. Interpretations of facts and results and the solution of problems must give consideration to "the whole child", "the whole situation", "the whole community". The school budget is not an isolated problem to be considered separately from the economic conditions and the needs of other governmental services of the school district and the state.

Five unifying (articulating) factors of education were reported upon.

1. *Pupil promotion problems.*
2. *The articulation of the school and the community.*
3. *The relation of general to professional education of teachers.*
4. *The fiscal aspects of articulation.*
5. *The articulation of the units of the school system.*

Under the general theme of the program the topics which were much discussed included:

- Working together with the community.**
- Education and training of teachers in service.**
- Trends in teacher salary scheduling.**
- Guidance of pupils for adjustment to current situations.**
- Adult and vocational and parental education.**
- Financing education.**

Growth and efficiency of teachers are accepted requirements for promotions in salary.

The needs of the schools for funds should be considered with the needs of other branches of service. When this is fairly and scientifically done the schools will be allotted more rather than less of the tax dollar.

The inter-relation of the parts of an organization and the relation of the particular organization to the whole of the social order have influenced both the philosophy and practice of education. The specialists in certain fields of education are finding that the so-called special functions and special forms of education are so related to many functions and to the field of general education that they are forced to modify their points of view and practices; for example:

"Today vocational training is clothed with a new philosophy. It emphasizes the relations between employer and employee. It studies the history, the operation, the probable outcome of industrial revolution in all of its forms. It touches the meaning as well as the forms of operation and administration of many trades. It lays a background of information and philosophy calculated to make of the individual a more competent citizen, a more intelligent worker."

A New Training in Initiative

"In other words, instead of attempting to restrict him to narrow channels and to the confinements of limited vocational areas, it is making every effort to preserve his initiative and increase his resourcefulness and adaptability."

"It recognizes, furthermore, that vocational training is something which should not be confined to youth, but that it is equally necessary for men and women well advanced in life, who, due to the processes of the shifting industrial world, are being caught in its network. So that from the standpoint of the industrial sanctions and the pressures of the times, vocational and adult education have the same social justification."

The importance and the value of Counseling and Guidance are more and more stressed but rapidly changing conditions made it imperative that adjustment to present situations rather than

to unknown future conditions should be the major purpose of Counseling and Guidance.

The testing of intelligence has not tested the whole intelligence of the child but has largely tested ability to interpret and handle symbols used in the school in the so-called fundamental studies.

Dull Only in Spots

There is no general brightness nor is there any general dullness of children. There are school brightness and school dullness for certain types of school work of the formal and symbol type.

Any proper evaluation of a child must measure the whole child and not merely certain special aptitudes in the handling of symbols used in school. Brightness and dullness are school terms. One may be school dull but socially or vocationally bright.

The intelligence test does not show the whole picture. It is, however, a valuable aid to help the teacher understand children more fully in relation to their school work.

The federal Commissioner of Education asked approximately 100 cities to supply building plans and educational programs of one of their best elementary schools. Photographs, floor plans and other data were on exhibition at the Convention. A study has been made of these building plans and very interesting data were supplied.

An example is shown in the dimensions of elementary school classrooms. The dimensions most frequently were 30 by 22 feet and 30 by 23 feet with 32 by 22 feet in third place. Elementary school classrooms in San Francisco in the new buildings are 28 by 24 feet.

The greater width in San Francisco was experimentally determined through arrangement of furniture; also the better illumination in California due to a greater amount of sunshine was thought to provide sufficient light for the greater width of the room. The almost universal practice is to make the height of the room 12 feet.

The new President of the Department is Dr. Edwin Broome, Superintendent of Schools, Philadelphia. The Vice-President is George Bush, Superintendent of Schools, South Pasadena, Cali-

fornia. The new member of the Executive Committee, Superintendent Herbert West, of Rochester, New York.

The estimated attendance was 15,000. There were approximately 100 present from California.

The next Convention will be held in Washington, D. C., February 20 to 25, 1932. The time of the Convention will include February 22, 1932, which marks the 200th anniversary of the birth of George Washington.

* * *

The California Breakfast

WITH customary eclat and verve, Californians and their guests assembled for the annual California Breakfast. It was held at the Hotel Statler, Detroit, Monday morning, February 23; and 131 Californians and their guests were present.

Dr. Joseph Marr Gwinn, President of the California Teachers Association and past President of the National Department of Superintendence, presided with his characteristic sparkling humor.

Among those who responded with brief addresses were: Dr. Willis Sutton, president of the N. E. A., Norman R. Crozier, retiring president of the Department of Superintendence, Edwin C. Broome, president elect, William John Cooper, Florence Hale, Joy Elmer Morgan, J. Herbert Kelley of Pennsylvania.

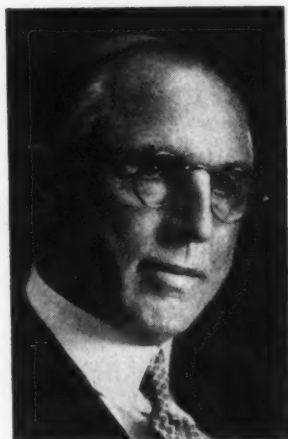
Gertrude E. Allen, San Diego
J. Evan Armstrong, Berkeley
Mr. and Mrs. John D. Ball, Santa Ana
Earl Barnhart, Washington, D. C.
William F. Barnum, Santa Monica
Harry H. Baskerville, Los Angeles
John H. Beers, New York City
Harold Benjamin, Stanford University
C. L. Biedenbach, Berkeley
Leonard O. Bigham, Pasadena
Florence Billig, Sacramento
J. O. Bishop, Burbank
Mrs. Hugh Bradford, Sacramento
J. V. Breitweiser, University, North Dakota
Katharine Burggrof, San Francisco
George C. Bush, South Pasadena
H. H. Campbell, San Francisco
Katharine Carey, Los Angeles
Alfred Christiansen, Ferndale
Emmett Clark, Pomona
Mrs. F. E. Clark, Trenton, New Jersey
Roy W. Cloud, San Francisco
F. E. Cobler, San Francisco
Thomas R. Cole, Seattle
W. C. Conrad, Los Angeles
Beulah B. Coward, Pasadena
Anna Croskey, Bloomington, Illinois
Marie C. Cuddy, Chicago
C. W. Curtis, Brea
R. E. Davis, Berkeley
Ed Dudley, San Francisco

Janie P. Duggan, Los Angeles
 M. L. Duggan, Atlanta, Georgia
 Walter C. Eells, Stanford University
 S. R. Fitz, Garden Grove
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 Joseph M. Gwinn, San Francisco
 Julia L. Hahn, New York City
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 D. K. Hammond, Santa Ana
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 Josephine Hulva, Bloomington, Illinois
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 Mrs. Eugenia West Jones, Los Angeles
 Harry W. Jones, Piedmont
 M. G. Jones, Huntington Beach
 Edith B. Joynes, Norfolk, Virginia.
 Mary Keegan, San Francisco
 Grayson N. Kefauver, New York City
 W. W. Kemp, Berkeley
 Vierling Kersey, Sacramento
 T. C. Kistner, Los Angeles
 George Byte, Ann Arbor, Michigan
 Jessie M. Lewis, Los Angeles
 R. D. Lindquist, Chico
 Vaughan MacCaughy, San Francisco
 Norman F. Marsh, South Pasadena
 A. H. Martin, Long Beach
 F. F. Martin, Santa Monica
 John C. McGlade, San Francisco
 Mildred Moffett, Columbus, Ohio
 T. C. Morehouse, New York City
 George U. Moyse, Glendale
 Walter C. Nolan, San Francisco
 William R. O'Dell, New York City
 A. C. Olney, Kentfield
 Mrs. Georgia B. Parsons, Los Angeles
 C. L. Phelps, Santa Barbara
 Louis E. Plummer, Fullerton
 Alvin E. Pope, Trenton, New Jersey
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 R. D. White, Glendale
 Harold C. Whiteside, Philadelphia
 Will E. Wiley, Lodi
 Mr. and Mrs. John R. Williams, Stockton
 Mrs. B. W. Zeitler

...

N. E. A. Vice-President



George C. Bush, elected to the Vice-Presidency of the National Education Association Department of Superintendence, is Superintendent of Schools of South Pasadena and Vice-President of the California Teachers Association. He is one of California's distinguished educational leaders.

Spring Conference of Commercial Teachers

ON Saturday, April 25, there will be held in San Francisco the second semi-annual conference of the Commercial Teachers Association Bay Section. The business meetings will be held in the San Francisco Stock Exchange. The luncheon in the San Francisco Commercial Club.

A cordial invitation is extended to all commercial teachers, superintendents, principals and others, who are interested in commercial education, to attend this conference and the luncheon. Address Edith L. Hunt, 2166 Clinton Avenue, Alameda, for reservations. The conference is called by Henry I. Chalm, president of the Association, High School of Commerce, San Francisco.

...

The Fifth Vienna Summer School will be held under the Austro-American Institute of Education.

...

The Anglo-American Music Conference will hold its second meeting in Lausanne, Switzerland, July 31 to August 7. The British President will be Sir Henry Hadow; the American President, Dr. John Erskine, Head of the Juilliard Musical Foundation of New York.

An Equalization Plan for California Schools

The California Public School Superintendents Association
Committee on Equalization¹

THE acid test of democracy is equality of opportunity; the foundation and safeguard of democracy is equality of educational opportunity. California was one of the first states in the Union to give definite recognition to this doctrine. This she did in 1920 by her now famous constitutional amendment which requires the state to provide at least \$30 for each child attending an elementary school or a high school and further requiring that the counties shall provide at least \$30 for every elementary child and at least \$60 for every high school child.

Admirable as this plan was it overlooked the great inequalities in the valuation of the 58 counties and nearly 4000 school districts of California. It has resulted, consequently, in placing upon the counties and school districts of our state, burdens of taxation in some cases relatively light, but in multitudes of other cases so heavy as scarcely to be borne. The situation which confronts our citizens today is one characterized by disastrous inequalities in school revenues, school burdens and educational opportunities.

Although, taking the state as a whole, California is entirely able to provide all the facilities necessary for a satisfactory school program, the wealth of the state is not distributed among the school districts and counties in proportion to the number of children to be educated. As a result, there are some extremely wealthy districts which without burdening themselves can raise by taxation far more money than is needed to pay the costs of a generous educational program. On the other hand, there are districts so lacking in wealth as to be unable by levying the highest taxes permitted by law to provide even the minimum essentials.

A few examples will serve to illustrate the extreme differences in wealth and consequently

in ability of the cities and counties of California to support schools. Assessed valuation per pupil is a convenient measure of a community's financial ability.

Assessed valuation per elementary pupil among California counties ranges from \$55,578 in Alpine County and \$25,801 in Mono County to \$5288 in Riverside County and \$4369 in San Bernardino County.

Differences in ability to support schools are almost as striking among city elementary districts as among the counties of the State. San Francisco has an assessed valuation of \$16,757 per pupil whereas the assessed valuation per pupil of San Bernardino is only \$3140.

A study of the tax rates levied by the 3225 elementary school districts in 1928 showed that 1229 districts levied no tax at all, 695 levied between 1 cent and 20 cents on each \$100 assessed valuation of property, 1334 levied a rate between 20 cents and 30 cents, and 167 levied over 30 cents. These facts show that in 1928 more than one-third of all the elementary districts in the state levied no tax and approximately five districts out of every 100 exceeded the maximum rate permitted without a special vote of the people. Many of the districts which levied no tax are comparatively wealthy, while most of those levying high taxes are relatively poor.

Rich and Needy High Schools

A similar situation prevails among high school districts. In 1928 out of 286 high school districts, 84 levied taxes of less than 50 cents on each \$100 assessed valuation, whereas 84 levied taxes between 70 cents and 75 cents and 13 levied more than 90 cents. Twenty districts, that is more than 15 out of each 100, were able to maintain their schools with a tax levy of 30 cents or less while 9 districts were obliged to levy a tax rate in excess of \$1.

Further illustrations of the extreme differences in tax burdens borne for education are found in the rates which counties must levy in order to raise the constitutional requirement of \$30 per elementary pupil and \$60 per high school pupil. Two counties, Alpine and Mono, have sufficient wealth to make it possible to raise \$30 per elementary pupil with tax rates

1. The committee is composed of the following members: C. R. Holbrook, City Superintendent of Schools, Santa Cruz; Walter E. Morgan, Chief of Division, Research and Statistics, California State Department of Education; Dr. Elmer H. Staffelsbach, Director of Research, California Teachers Association; Dr. Ivan R. Waterman, Department of Educational Research and Service, San Francisco Public Schools; and Dr. Fletcher Harper Swift, Professor of Education, University of California, Chairman.

on each \$100 true valuation of 4 cents and 6 cents, respectively, while Nevada and Placer counties are so poor that they must levy a rate of 30 cents and bear a burden seven and one-half times as heavy as that borne in Mono County. Three counties are able to provide \$60 per high school pupil with a tax rate on true valuation of 4 cents, while one county must levy a tax six times as heavy, or 24 cents.

Gross Injustice in Distribution

Such inequalities in wealth produce educational conditions that are probably unknown to the majority of our citizens. California frequently points with pride to the fact that elementary school districts on the average are able to pay their teachers over \$900 per year. Probably few citizens realize that many school districts must be content with teachers who can be hired for less than \$1200 a year and some districts with teachers who can be hired for less than \$800 per year.

A recent study showed that out of 382 elementary school districts, 60 spent over \$90 a year per pupil. Of the 322 spending less than \$90, 65 spent less than \$65 per year per pupil. Two districts spent less than \$50 per pupil and one district spent over \$165. Such wide differences in the amounts which districts are spending per child means equally wide differences in the quality of teaching they are able to provide for their children in these schools and equally wide differences in all the other factors which go to make up the educational program offered. Is a well known fact that it costs much more per pupil to maintain a small school than a large school, but this is not the explanation of the differences in expenditures just cited, for the 382 districts studied were all districts with average daily attendance of more than 128.

Conditions are equally unfair among high school districts. In 1928, out of 109 high school districts, each with an average daily attendance of 200 or more, 20 spent over \$225 annually per pupil; of the remaining 89, 34 spent less than \$200 per pupil and 11 spent less than \$175 per pupil. Four of these districts were able to provide an educational program which cost more than \$350 per pupil whereas one district was obliged to be satisfied with a program that cost less than \$150 per pupil.

The purpose of the plan herewith presented is to provide every school child in the State of California with a satisfactory educational opportunity and to equalize as far as possible the school tax burdens among districts and counties. Studies made of school costs in California and

in many other states show that the cost of providing a satisfactory school program depends upon whether the school under consideration is an elementary school, a high school, a rural school, a city school, and whether it is a large school or a small school.

The present plan is based upon the assumption that the average expenditures of the districts included in any one group may be considered as representing the point of departure from which to determine the cost of providing a reasonably satisfactory program for the districts within the group. Obviously, teachers salaries constitute the largest single current cost of maintaining schools. In the case of one-teacher rural schools, it makes relatively little difference whether 5 pupils or 25 are in attendance. In the case of larger schools, the costs again depend chiefly upon the number of teachers employed.

There are certain costs in addition to salaries which are found to be largely determined by the number of teachers, such as the cost of certain instructional materials, such as globes, dictionaries, etc. Heating costs are proportional to the number of rooms in a building, which in turn, generally speaking, are closely proportional to the number of teachers.

California long ago adopted the policy, in apportioning school funds, of allowing one teacher, or teacher unit, for every 30 pupils in average daily attendance or fraction thereof. A careful study of actual practice in California shows that an allowance of one teacher for each 30 pupils in average daily attendance is a better measure of the number of teachers required. Consequently this measure has been adopted in the present plan.

Certain Variable Costs

There are certain costs, however, which very largely depend upon the number of pupils in average daily attendance rather than upon the number of teachers employed; for example, expenditures for such items as supplementary textbooks, pencils, chalk, dishes (in the case of schools maintaining cafeterias), and paper towels.

For smaller districts California supplies supervision through county school officials, but larger districts have found it desirable to provide one or more principals or supervisors whose salaries and office expenses constitute an additional charge on the district. In planning for a satisfactory program for larger districts, additional allowances must, consequently, be made for such supervision. In California it has

been found that this cost can be estimated on the basis of an additional per pupil allowance.

The plan which follows is an application of the principles thus far set forth and is based upon a detailed study of the school expenditures of every district in the State of California.

The Proposed Plan

It seems inadvisable at the present time to propose a plan which would call for a very large additional sum from the state or which would necessitate any radical departure from the present method of distributing existing state school funds, particularly any changes which would decrease the amounts now received by any district. The plan herewith proposed avoids these difficulties. It is based on the following procedures:

1. It makes no change in the present method of distributing the state school fund and the state high school fund.
2. It contains a carefully formulated measure of the cost of a "minimum acceptable program" for each school district in the state.
3. It provides for the establishing of a **state public school equalization fund**.
4. It provides for fixing maximum tax rates which school districts shall not be required to exceed in order to maintain the "minimum acceptable program."
5. It provides for apportioning moneys from the **state public school equalization fund** sufficient in amount to cover the difference between the cost of the "minimum acceptable program" and the amounts received by each school district from present state and county funds plus the proceeds of a local tax equal to rates specified in the plan.

The details of the proposed plan are set forth in the following paragraphs:

I. Computation of the Cost of the "Minimum Acceptable Program"

The cost of maintaining a minimum education program in elementary school districts of less than 300 average daily attendance shall be computed separately for each elementary school in the district, but in districts having an average daily attendance of 300 or more, on the basis of the total average daily attendance in the district, disregarding separate schools.

A. For kindergartens and elementary schools in districts of 300 or less in computing the cost of a minimum educational program, there shall be allowed:

1. \$1700 for each necessary school.
2. \$1700 for the first 40 units of average daily attendance or fraction thereof in excess of 20, in schools employing 2 or more teachers, plus
3. \$1700 for each 30 units of average daily attendance or fraction thereof, in excess of 60, plus
4. \$15 for each unit of average daily attendance, plus
5. 50 per cent of current expenditures for

transportation of pupils during the next preceding year.

B. For kindergartens and elementary schools in districts having an average daily attendance of 300 or more, in computing the cost of minimum educational program, there shall be allowed:

1. \$1800 for each 30 units of average daily attendance or fraction thereof, plus
2. \$25 for each unit of average daily attendance, plus
3. 50 per cent of current expenditures for transportation of pupils during the next preceding year.

C. For junior high schools. In computing the cost of a minimum educational program for junior high schools there shall be allowed:

1. \$4000 for each district maintaining a junior high school, plus
2. \$140 for each of the first 200 units of average daily attendance, plus
3. \$120 for each additional unit of average daily attendance, plus
4. 50 per cent of current expenditures for transportation of pupils during the next preceding year.

D. For high schools. In computing the cost of a minimum educational program for high schools there shall be allowed:

1. \$5000 for each high school district, plus
2. \$210 for each of the first 200 units of average daily attendance, plus
3. \$175 for each additional unit of average daily attendance, plus
4. 50 per cent of current expenditures for transportation of pupils during the next preceding year.

II. Meeting the Costs of the Minimum Educational Program

A. The state school fund, state high school fund, county elementary school fund, and county high school fund shall be apportioned as at present provided by law. (Secs. 4.760 to 4.779; 4.870 to 4.910, School Code of California, 1929.)

B. There shall be apportioned to school districts from the state public school equalization fund an amount computed by subtracting from the cost of the "minimum acceptable educational program" for each district, the "total ordinary receipts" of each district. The remainder, if remainder there be, shall constitute the amount to which a district is entitled as an apportionment from the state public equalization fund.

C. The "total ordinary receipts" are defined to include the following:

1. All apportionments received during the preceding school year from the state school fund or from the state high school fund, except apportionments on account of the excess cost of educating physically handicapped children.
2. All apportionments received during the preceding school year from county elementary school funds or county high school funds, except apportionments on account of the excess cost of educating physically handicapped children and on account of migratory schools.
3. In elementary school districts the estimated proceeds of an elementary school district tax of a rate which, when added to the rate of the

Application of Equalization Plan to California Counties

COUNTIES	Assessment Ratio	County Elementary School Tax Levied, 1929-1930 ²	True Rate of County Elementary School Tax Levied, 1929-1930 ³	True Rate of Tax Required of Elementary District ⁴	County High School Tax Levied, 1929-1930 ⁵	True Rate of County High School Tax Levied, 1929-1930 ⁶	True Rate of Tax Required of High School District ⁷	Equalization To Elementary Districts	Apportionment To High School Districts	To County Elementary School Fund
Alameda	.42	35	14.7	12.3	27.4	11.5	18.5	\$ 187,990.42	\$ 662,774.63	
Alpine	.58			27.0			30.0			
Amador	.50	55	27.5		28	14.0	16.0	18,734.48	25,300.02	
Butte	.49	48	23.5	3.5	32	15.7	14.3	88,331.86	63,009.69	
Calaveras	.50	54	27.0		29	14.5	15.5	13,890.61	12,204.58	
Colusa	.46	29	13.3	13.7	22	10.1	19.9	698.45		
Contra Costa	.23	46	15.2	11.8	24	7.9	22.1	54,034.77	4,662.54	
Del Norte	.40	36.5	14.6	12.4	60.5	24.2	5.8	1,038.91		
El Dorado	.40	46	18.4	8.6	51	20.4	9.6	16,206.15		
Fresno	.47	48	22.6	4.4	33	15.5	14.5	434,093.11	452,397.73	
Glenn	.64	28.5	18.2	8.8	19.5	12.5	17.5	27,235.57	16,197.48	
Humboldt	.47	37	17.4	9.6	18	8.5	21.5	61,223.81	35,973.69	
Imperial	.49	58	28.4		28	13.7	16.3	247,174.75	44,013.79	\$ 6,649.78
Inyo	.40	30	12.0	15.0	27	10.8	19.2	571.08		
Kern	.37	37.5	13.9	13.1	13	4.8	25.2	16,140.11		
Kings	.39	51	19.9	7.1	28	10.9	19.1	79,781.65	19,178.12	
Lake	.50	41	20.5	6.5	43	21.5	8.5	3,090.90	11,055.14	
Lassen	.40	48	19.2	7.8	15	6.0	24.0	26,502.65	28,881.78	
Los Angeles	.41	29	11.9	15.1	15.4	6.3	23.7	166,370.26	50,119.63	
Madera	.50	38.1	19.1	7.9	14.7	7.4	22.6	60,879.12	7,610.49	
Marin	.38	46	17.5	9.5	53	20.1	9.9	55,492.28	40,250.86	
Mariposa	.50	52	26.0	1.0	68	34.0		6,046.28		
Mendocino	.47	57	26.8	0.2	36	16.9	13.1	75,890.74	55,010.40	3,225.26
Merced	.26	56	14.6	12.4	31.7	8.2	21.8	67,330.47		
Modoc	.40	45	18.0	9.0	28	11.2	18.8	23,026.15	3,138.81	
Mono	.50	45	22.5	4.5			30.0			
Monterey	.33	46	15.2	11.8	24	7.9	22.1	72,560.44	5,783.01	
Napa	.44	40	17.6	9.4	22	9.7	20.3	25,676.36	12,158.36	
Nevada	.50	80	40.0		50	25.0	5.0	29,648.87	47,245.00	16,209.59
Orange	.29	38	10.0	16.0	25	7.3	22.7	14,995.70		
Placer	.53	60.5	32.1		62.5	33.1		85,119.00	54,809.75	21,378.33
Plumas	.65	9	5.9	21.1	21	13.7	16.3	6,619.81		
Riverside	.29	62	18.0	9.0	35	10.2	19.8	137,784.08	51,142.21	
Sacramento	.48	60	28.8		39.5	19.0	11.0	208,802.67	33,416.29	
San Benito	.40	44	17.6	9.4	72	28.8	1.2	19,470.17		
San Bernardino	.27	68.5	18.5	8.5	37.6	10.2	19.8	266,904.08	101,685.20	
San Diego	.47	30	14.1	12.9	20	9.4	20.6	108,022.83	51,822.81	
San Francisco	.45	18	8.1	18.9	13	5.9	24.1			
San Joaquin	.44	47	20.7	6.3	22	9.7	20.3	195,950.93	73,280.50	
San Luis Obispo	.31	41	12.7	14.3	26	8.1	21.9	5,409.92		
San Mateo	.35	66	23.1	3.9	45.3	15.9	14.1	216,262.24	116,863.04	
Santa Barbara	.32	50	16.0	11.0	17.7	5.7	24.3	6,583.33		
Santa Clara	.37	49	18.1	8.9	32.3	12.0	18.0	277,156.98	205,328.08	
Santa Cruz	.38	57	21.7	5.3	43	16.3	13.7	103,674.23	66,902.36	
Shasta	.32	59	18.9	8.1	32.4	10.4	19.6	25,264.03	4,763.91	
Sierra	.40	32	12.8	14.2	18	7.2	22.8	2,328.31		
Siskiyou	.45	66	29.7		46	20.7	9.3	98,144.62	18,606.43	9,158.27
Solano	.42	47	19.7	7.3	33	13.9	16.1	76,162.02	93,339.66	
Sonoma	.29	60.4	17.5	9.5	43	12.5	17.5	73,757.85	21,484.47	
Stanislaus	.37	48	17.8	9.2	34	12.6	17.4	137,299.51	57,654.64	
Sutter	.57	42	23.9	3.1	40	22.8	7.2	30,599.27	24,374.27	
Tehama	.55	38	20.9	6.1	22	12.1	17.9	32,083.76	7,645.42	
Trinity	.50	56	28.0		50	25.0	5.0	6,916.72		2,158.54
Tulare	.33	60	19.8	7.2	35	11.5	18.5	205,867.72	78,875.18	
Tuolumne	.50	40	20.0	7.0	34	17.0	13.0	16,114.59	21,956.16	2,338.98
Ventura	.26	34	8.8	18.2	16	4.2	25.8	1,384.25		
Yolo	.38	39	14.8	12.2	26	9.9	20.1	21,289.86	1,619.03	
Yuba	.55	34	18.7	8.3	33	18.2	11.8	13,680.56	846.60	
TOTALS								\$4,283,311.29	\$2,683,381.76	\$60,918.75

1. Obtained by dividing total assessed valuation of county by total estimated true valuation of the county. Data from latest report of California State Board of Equalization.
2. Expressed in number of cents levied on each \$100 assessed valuation.
3. Computed by multiplying rate in preceding column by assessment ratio.
4. For participation in equalization fund; computed by subtracting true county elementary rate from 27 cents.
5. Expressed in number of cents levied on each \$100 assessed valuation.
6. Computed by multiplying rate in preceding column by assessment ratio.
7. For participation in equalization fund; computed by subtracting true county high school rate from 30 cents.

county elementary school tax levied for the current school year, equals a tax rate of 27 cents on each \$100 of estimated true valuation of property in the district taxable for school purposes.

4. In high school districts, the estimated proceeds of a high school district tax of a rate which, when added to the rate of the county high school tax levied for the current school year, equals a tax rate of 30 cents on each \$100 of estimated true valuation of property in the district taxable for school purposes.

D. The term "estimated true valuation of property is defined as the assessed valuation of such property as reported by the county board of supervisors in its most recent equalized assessment roll, divided by the percentage reported in the most recent printed report of the state board of equalization as the average percentage which such assessed valuation is of the estimated true valuation of such properties.

E. Equalization Apportionments to Counties. There shall be apportioned to the county elementary school fund of each county, or city and county, levying during the current school year a county, or city and county, elementary school tax equal to a rate of not less than 27 cents on each \$100 of estimated true valuation of property in the county, or city and county, taxable for school purposes, an amount computed by subtracting the estimated proceeds of a county, or city and county, elementary school tax rate of 27 cents on each \$100 of estimate true valuation of such property from the estimated apportionment to such county, or city and county, during the current school year from the state school fund, or, if the latter amount is less than a total of \$30 for each unit of average daily attendance in the elementary school districts of the county, or city and county, during the preceding school year, then by subtracting the proceeds of such tax from an amount equal to \$30 for each unit of such average daily attendance.

There shall be apportioned to the county high school fund of each county, or city and county, levying during the current school year a county, or city and county, high school tax equal to a rate of not less than 30 cents on each \$100 of estimated true valuation of property in the county, or city and county, taxable for school purposes, an amount computed by subtracting the estimated proceeds of a county, or city and county, high school tax rate of 30 cents on each \$100 of estimated true valuation of such property from twice the amount of the estimated apportionment to such county, or city and county, during the current school year from the state high school fund, or, if the latter amount is less than a total of \$60 for each unit of average daily attendance in the high school districts of the county, or city and county, during the preceding school year, then by subtracting the proceeds of such tax from an amount equal to \$60 for each unit of such average daily attendance.

F. Requirements which must be met by districts in order to be eligible to receive equalization apportionments—

1. No school district of any type or class shall be entitled to receive any apportionment from the state public school equalization fund unless such district shall have been approved as being a necessary school district by the county superintendent of schools having jurisdiction over the district and by the superintendent of public instruction.

2. No elementary school district having an average daily attendance of 300 or less during the preceding school year shall be entitled to receive any apportionment from the state public school equalization fund on account of any school which is not approved as a necessary school by the county superintendent of schools having jurisdiction over the district and by the superintendent of public instruction.

3. No elementary school district having an average daily attendance of 300 or less during the preceding school year shall be entitled to receive any apportionment from the state public school equalization fund for any school which shall have been declared unsafe, insanitary, or inadequate by the county superintendent of schools having jurisdiction over the district or by the superintendent of public instruction.

4. No school district maintaining elementary schools shall be entitled to receive any apportionment from the state public school equalization fund unless there shall have been levied in such district for the maintenance of schools during the current school year a district tax rate, which when added to the rate of county elementary school tax levied during the current school year is not less than a total rate of 27 cents on each \$100 of estimated true valuation of property in the elementary school district taxable for school purposes.

5. No high school district shall be entitled to receive any apportionment from the state public school equalization fund unless there shall have been levied in such district for the maintenance of schools during the current school year a district tax rate, which when added to the rate of county high school tax levied during the current school year is not less than a total of 30 cents on each \$100 of estimated true valuation of property in the high school district taxable for school purposes.

Application of the Plan

The application of the plan outlined in the preceding sections consists of the following four steps:

1. Computation of the cost of the "minimum acceptable educational program" for each school district in the state.

2. Computation of the "total ordinary receipts" for each school district in the state.

3. Computation of the amounts to be apportioned to districts from the state public school equalization fund.

4. Computation of the amounts to be apportioned to counties.

The table which follows presents certain of the data basic to the application of the plan

together with the total amounts* which would be received in each county from the state public school equalization fund.

Unfortunately, lack of space prevents the inclusion of statistical material showing how the plan will work in each elementary and high school district of the state. Such data are available, however, and are being published as a separate report elsewhere.

Under the present law, state and county apportionments are made to elementary districts which send children to the 7th and 8th grades of a junior high school district. Junior high schools are maintained only by high school districts. In the application of the equalization plan to the school districts of California, that portion of the state and county apportionment made to elementary districts on account of attendance in the 7th and 8th grades of junior high schools has been subtracted from the "total ordinary receipts" of elementary districts and added to the "total ordinary receipts" of high school districts.

Although the plan provides for an apportionment to counties to make up the difference between the proceeds of a 30 cent true rate of county high school tax and the amounts required to be raised for high schools under the provisions of the Constitution, each of the California counties would be able to raise the required amount for the county high school fund with a true tax rate of less than 30 cents, so this provision of the plan would not require additional apportionments to counties for high school purposes.

Summary

The purpose of equalization is to provide each child in the state with a satisfactory educational program and to distribute the burden of support for education equitably upon the wealth of the state.

The plan herewith presented makes use of a relatively small fund to guarantee that every district in the state will be able to provide a "minimum acceptable educational program" without levying a tax on local property in excess of 27 cents on each \$100 true valuation in the case of elementary districts and 30 cents on

*Data are not available at the present time for estimating the transportation costs included in the cost of the minimum program. Hence it has been impossible to consider such costs in the application of the plan. It should be recognized that districts transporting pupils would receive somewhat larger apportionments from the equalization fund than those included in the county totals of the table.

each \$100 true valuation in the case of high school districts.

These rates are the total of district and county taxes levied in the district. It will result in greatly improving educational offerings and materially reducing excessive tax burdens in a large number of communities throughout the state.

The operation of the plan will require a state public school equalization fund of approximately \$7,500,000, of which, in round numbers, \$4,300,000 would be apportioned to elementary districts, \$2,700,000 to high school districts, and \$61,000 to county elementary school funds.

While it is impossible to estimate the amount which must be allowed for transportation, it is reasonably safe to state that the total amount of the equalization fund should not exceed \$7,500,000.

* * *

Aviation

I am enclosing a poem "Aviation," written by Bobby Wheeler, age 12 and in the high sixth grade. Bobby is greatly interested in aviation.—(Miss) Pierina Brusatori, Stockton.

OH, aviation is the life for me—
It's like a story you can see.
Oh, Columbus sailed the ocean grave
But Lindy sailed the ocean brave.

'Twas an airplane that introduced the clouds—
'Twas a cry of joy that echoed loud—
O, Lindy's mother at her home did mourn,
But lo and behold, a new path was born.

A cry came from the earth around,
For the new path that Lindy found.
Oh, aviation is the life for me,
It explores the land and explores the sea.

BOBBY WHEELER
High Sixth Grade
Eldorado School, Stockton

* * *

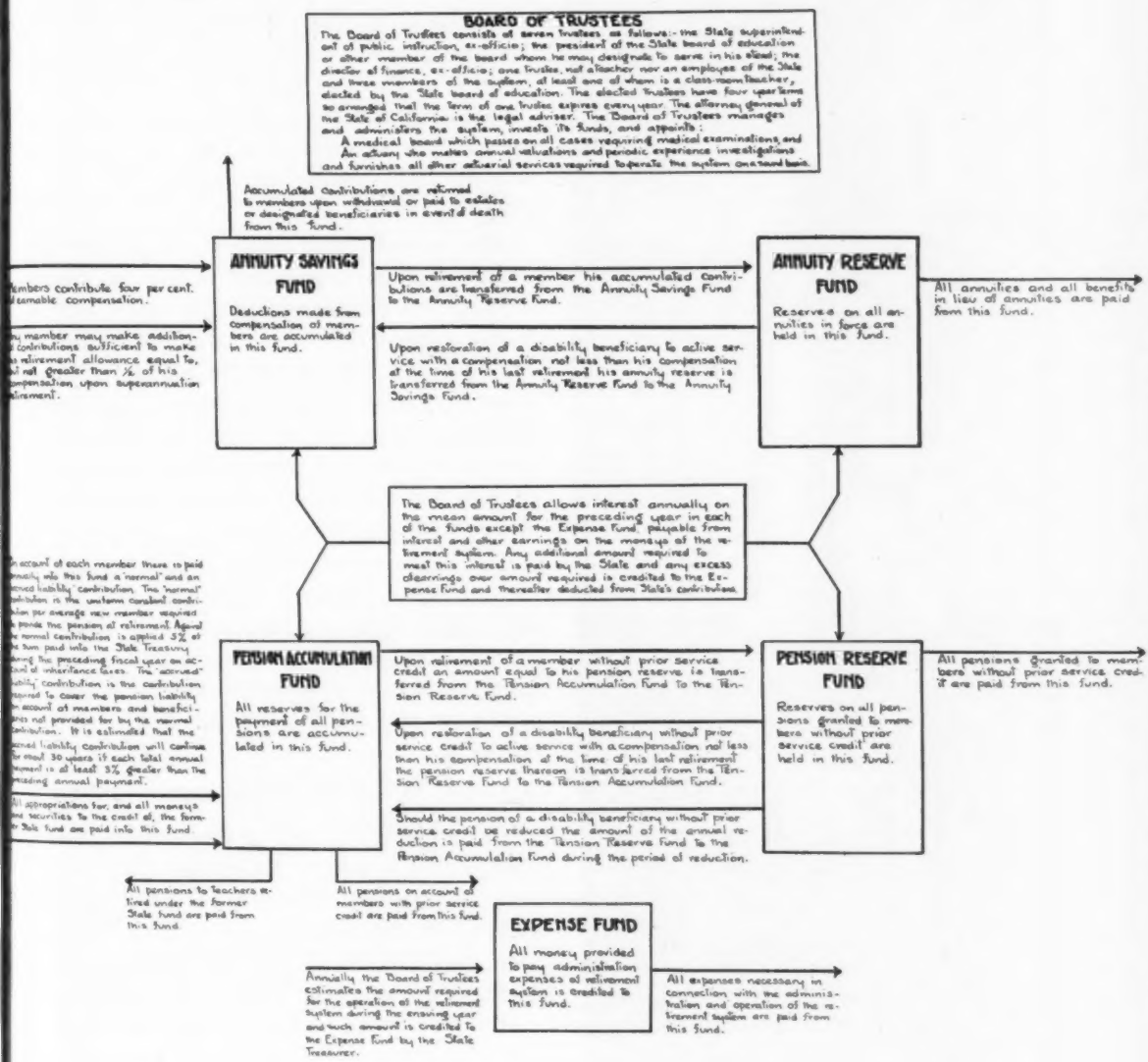
T. S. MacQuiddy, secretary of the C. T. A. Central Coast Section, reports that the San Luis Obispo elementary and high schools staffs are enrolled 100% in the California Teachers Association. Charles E. Teach is superintendent of San Luis Obispo City Schools.

* * *

Coralie N. Kenfield, teacher of lip-reading in the San Francisco Public Schools, and vice-president of the department of lip-reading, National Education Association, has been appointed a state normal instructor in lip-reading.

How the New Retirement Plan Will Work

CHART INDICATING THE MAIN FINANCIAL PROVISIONS OF THE PROPOSED ACT
PROVIDING FOR THE
CALIFORNIA STATE TEACHERS RETIREMENT SYSTEM



(See Page 20 for further data)



Los Angeles City Hall

California's N.A.

SCHOOL teachers from all over the Americas and the world will swarm into California this summer to attend the great N. E. A. convention at Los Angeles June 27 to July 3. Many will also participate in the convention of World Federation of Education Associations to be held at Denver July 27-31. These two colossal, planetary gatherings of school people this summer will put the world's educational center of gravity on the Pacific Coast.

The unsurpassed charm of Southern California needs but few words in this account, as intelligent people know that it has caused one of the greatest migrations in the history of the human race. Southern California has an unrivaled range of tours, scenic trips, beaches, resorts, educational excursions, summer schools and other attractions of particular interest to teachers.

The many thousands of delegates and visitors will come to California by air, steamship, railway, and stage lines. Summer excursion rates with diverse routings, generous stop-overs and side-trip privileges, will be in effect throughout the country.

Visit All California

The majority of visitors will schedule central and northern California on their post-convention itineraries (including such wonderlands as Yosemite, San Francisco Bay Region, Redwood Empire). As these are included gratis in summer round trip rates you are urged to read carefully the announcements of transportation companies in the Travel Section of this and succeeding issues of the Sierra Educational News.

Los Angeles and its adjoining cities has ample hotel facilities to meet every teachers

N. A. Convention

individual requirement. Hotels and resorts throughout California are already receiving reservations from many parts of America.

Commercial exhibits illustrating every phase of modern school equipment and furnishings will be displayed by Sierra Educational News advertisers at central points.

Many Special Programs

In addition to the general sessions and convention meetings, many special departments of allied groups will conduct programs,—classroom teachers, kindergarten primary, rural education, school gardening, geography, vocational guidance, science, visual instruction, school health and physical education and many others.

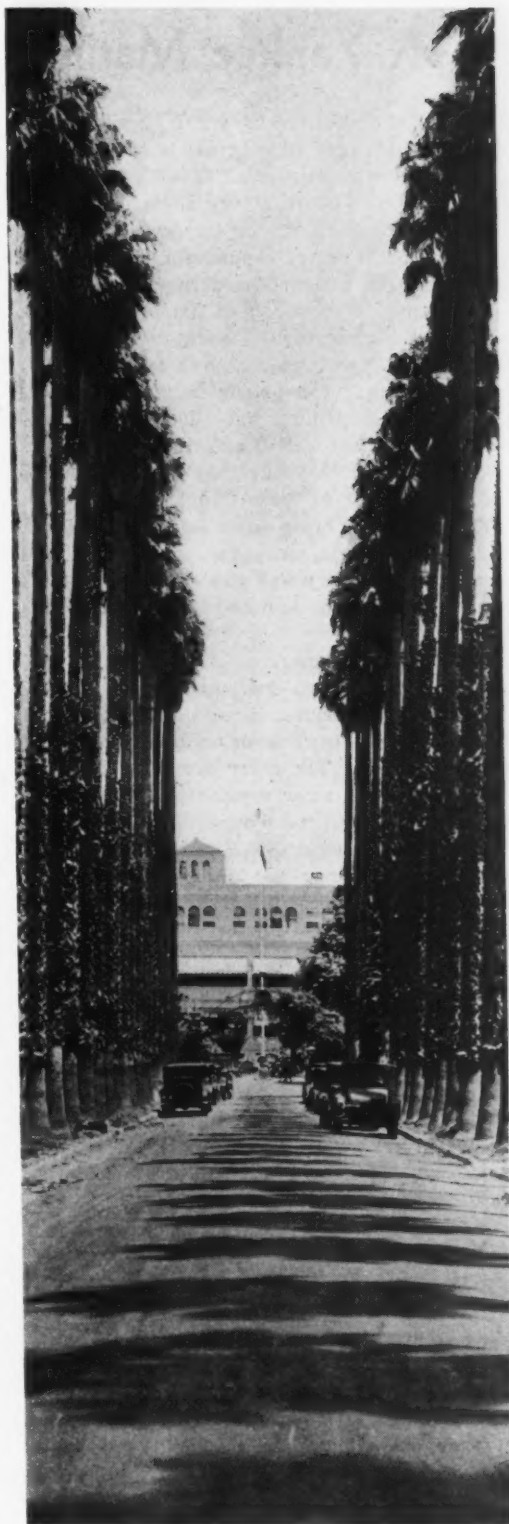
The California Teachers Association,—through its Board of Directors, State Council, Section officers, state committee, and headquarters staff,—is vigorously engaged in plans for the convention.

Mrs. Eugenia West Jones of Los Angeles, California's N. E. A. Vice-President; Willard E. Givens of Oakland, N. E. A. State Director for California; George C. Bush of South Pasadena, Vice-President of the N. E. A. Department of Superintendence and member of the C. T. A. Board of Directors; and many other prominent C. T. A. officials are rapidly pushing forward a state-wide program of preparation for the great summer meeting.

The California Reception Committees are preparing attractive programs of hospitalities for delegates, visitors, and their families.

Summer-time in California is particularly lovely and suitable for out-door occasions, garden parties, beach parties, motor tours, hikes, sight-seeing expeditions, and tourists joys of many kinds.

Come to Los Angeles this summer!



Street of Palms, Los Angeles

A Yankee Mariner at Monterey Harbor

EVERY California youth has read or should read that great masterpiece of American literature, "Two Years Before the Mast" by Richard Henry Dana, Jr.*

He shipped from Boston on August 14, 1834, on the brig "Pilgrim" bound for the Coast of California. His experiences during the next two years formed the subject of his great volume. The cover picture of this issue, drawn by Ray Bethers, is created from Dana's account.

Dana wrote: "The people of Monterey have no circulating medium but silver and hides—which the sailors call 'California bank notes'. Everything that they buy they must pay for in one or the other of these things.

The hides they bring down dried and doubled, in clumsy ox-carts, or upon mules backs, and the money they carry tied up in handkerchiefs;—fifty, eighty, or an hundred dollars and half-dollars.

The houses in Monterey, as everywhere else in California, are of one story, built of clay made into large bricks, about a foot and a-half square and three or four inches thick, and hardened in the sun. These are cemented together by mortar of the same material, and the whole are of a common dirt-color.

The floors are generally of earth, the windows grated and without glass; and the doors, which are seldom shut, open directly into the common room; there being no entries.

Some of the more wealthy inhabitants have glass to their windows and board floors; and in Monterey nearly all the houses are plastered on the outside. The better houses, too, have red tiles upon the roofs. The common ones have two or three rooms which open into each other, and are furnished with a bed or two, a few chairs and tables, a looking-glass, a crucifix of some material or other, and small daubs of paintings enclosed in glass.

They have no chimneys or fire-places in the houses, the climate being such as to make a fire unnecessary; and all their cooking is done in a small cook-house, separated from the house.

The men in Monterey appeared to me to be always on horseback. Horses are as abundant here as dogs and chickens were in Juan Fernandez. There are no stables to keep them in, but they are allowed to run wild and graze wherever they please, being branded, and having

long leather ropes, called "lassos," attached to their necks and dragging along behind them, by which they can be easily taken.

The men usually catch one in the morning, throw a saddle and bridle upon him, and use him for the day, and let him go at night, catching another the next day.

When they go on long journeys, they ride one horse down, and catch another, throw the saddle and bridle upon him, and after riding him down, take a third, and so on to the end of the journey. There are probably no better riders in the world."

* * *

Western Association of Penmanship

ANNUAL convention of Western Association of Penmanship will be held on April 17 in San Francisco and will be attended by representatives from Los Angeles, Santa Ana, Fresno, Piedmont, Richmond, Palo Alto and other cities.

Dr. Joseph M. Gwinn, president of the C.T.A., will participate in the meeting. Dr. John Almack of Stanford University will speak on the importance of handwriting in a progressive educational plan.

Demonstration lessons, emphasizing motivation and correlation, are planned for the morning session. At the luncheon conference officers will be elected.

At the afternoon session an exhibit of material, devices, charts, graphs, and handwriting specimens from many cities will be on display.

* * *

W. C. Nolan, deputy superintendent of San Francisco Schools, is now director of junior high schools, following the retirement of Mr. De Bell.

* * *

Paul E. Stewart, City Superintendent of Schools, Santa Barbara, was recently given a surprise banquet by the Santa Barbara teachers, in recognition of his 12 years of service as superintendent there.

The happy event occurred on the evening of his return from the N. E. A. meeting at Detroit. Three hundred teachers attended the dinner. The honor guests were Mr. and Mrs. Stewart and the members of the Santa Barbara Board of Education.

The City Teachers Club issued a special number of their monthly bulletin, devoted to Mr. Stewart and his progressive leadership of Santa Barbara's fine school system.

* * *

The biennial convention of the **American Association of University Women** will be held in Boston, April 8 to 11.

* * *

The 1931 conference of the **American Library Association** will be held at Yale University, New Haven, Connecticut, June 22 to 27.

*The authorized edition is published by the Houghton Mifflin Company.

New C. T. A. Life Members

Mrs. Jane Carroll Byrd

BORN in Crawfordsville, Indiana, Jane Carroll received her early training in St. Charles Academy and the University of Indiana. She



Jane Carroll Byrd

came west to Stanford University, where in 1904 she was granted a B.A. degree, and made assistant in the department of English. In the fall of that year she went to Santa Barbara High School as head of the English department. Her graduate work was done in the University of California. She received an M. A. degree in 1913.

In 1906, she was made vice-principal and dean of girls of the Santa Barbara High School, which position she retained until she retired in 1928.

Mrs. Byrd has been identified with civic, philanthropic, and cultural movements: member of the board of the Public Library, 1910-1926; one of the founders of the local Community Chest in 1921 and a member of its Board of Governors since that time; a member of the local and also of the state conference of Social Service since 1918; a member of St. Vincent's Orphanage Auxiliary Board, and of the advisory board of St. Francis Hospital.

She also organized the local branch of the American Association of University Women in 1910 and was its first president. She is a member of the National Drama League and a charter member of the Community Arts Association, serving on the reading and play-selecting committee for years, and now on the music branch.

S. W. Robertson

SON of Rev. W. S. and Ann Worcester Robertson, missionaries to the Creek Indians of old Indian Territory. My mother was the first woman in America to receive the honorary Ph. D.

Educated, St. Johnsbury Academy, '79; Dartmouth, A. B., '83; A. M., '86. Principal of Gilmanton Academy, twelve years; Woodsville Union High, nine years; Rochester, (N. H.) High,

three years; voluntarily resigned to come to Santa Barbara to rest a year.

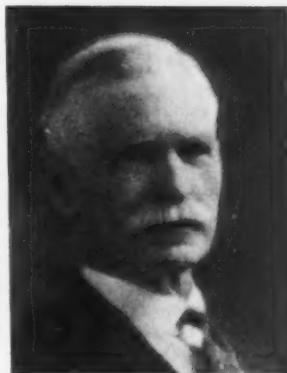
Began teaching in Santa Barbara High School in the fall of 1909 as "general utility man." During my 20 years service, taught ten different academic subjects, filling in with coaching, debating, oratory, baseball; serving as chairman of welfare, athletic, and student council committees, also president of the County C. I. F.; and ending up with inaugurating and managing the cafeteria! Quit voluntarily, 1929.

In New Hampshire, was president of the State Teachers Association; secretary of the State Educational Council; State Teachers Examiner.

In Santa Barbara have served twice on city charter committees and am now serving my seventh year as president of the board of fire and police pension commissioners.

My life motto—"Not how little, but how much can I do for humanity."

My idea of the teacher's calling—"The grandest in all the activities of life."



S. W. Robertson

W. H. DeBell

AFTER a varied experience in elementary and secondary schools in Virginia, I came to California as head master of Holt's Oak Grove School for Boys, Burlingame. Four years later, upon the recommendation of Dr. Elmer E. Brown, dean of the school of education, University of California, I was elected by the Berkeley Board of Education, as principal of Dwight Way School of Methods, —a practice-school for university students in education. As graduate student holding M. A. from Roanoke College, I was given a degree by the University of California in 1900.

On the basis of my work as principal of Dwight Way School, I was elected by the San Francisco Board of Education in 1901, as princi-



W. H. DeBell

pal of Spring Valley School. After seven years service I was transferred to the principalship of the largest school of the city—the Fairmont School, where I remained seven years.

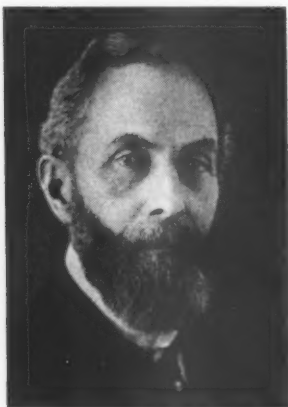
In 1910 I was defeated for the superintendency by the incumbent, Alfred Roncovieri, who, four years later, magnanimously appointed me a deputy superintendent. From this position, I was recently retired, having served 16 years as deputy superintendent.

Whether as principal or as deputy superintendent, during my 34 years experience in Berkeley and San Francisco, my one purpose was to render the most efficient services possible towards making my teachers sympathetically alive to the needs of their pupils, towards co-ordinating the work of the teacher groups, and towards establishing a reasonable co-operation between the school and the home.

* * *

Melville Dozier

MELVILLE DOZIER, a native of North Carolina, born May 22, 1846, was educated at the State Military Academy and Furman University, of that state, graduating from the latter institution in 1867.



Melville Dozier

He landed in San Francisco March 12, 1868, having determined to make California his future home.

Being granted a special examination by the State Board of Examiners, he was appointed principal of the school in Suisun Valley, Solano County. For six years he served as principal of grammar schools.

In January 1874 he became principal of the Santa Rosa High School, which position he filled until July 1884, when he was appointed to the faculty of the State Normal School at Los Angeles. Here he remained for 22 years, during 12 years of which he was vice-principal of the institution.

After leaving the Normal School he served as assistant superintendent of the City Schools of Los Angeles for six years, and for another six years as a member of the Board of Education, thus giving a half-century of devoted service to the cause of education.

Mr. Dozier has always maintained that the development of character is the principal goal to be attained in all true education.

* * *

A Friendship Club made up of young men and young women has just been organized in Geneva with the object of promoting international friendship.

Morning

LUDMELIA HOLSTEIN, *Los Banos*

MORNING comes like the surprise
On a small child's face,
Sending timid finger spies
To touch every place.

Shoos the wild birds from her nest,
Wakes the trees to scold,
Spills the precious paints to west,
Blue and green and gold.

Morning comes like the surprise
On a happy face;
Daytime, like a child grown wise,
Waits with quiet grace.

* * *

The Open Trail

LUTIE M. GRAY, *Lankershim School
North Hollywood*

I WANT to be out where the tide runs high
Away toward the sinking sun;
Where the junk-sails trail
In the rising gale
And the East and West are one.

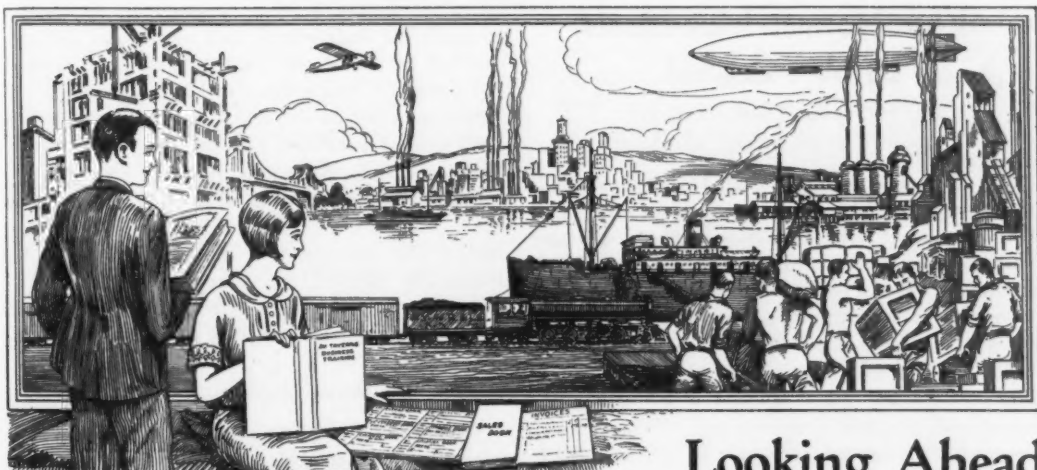
I want to see the edge of the world,
To find where the gentians grow;
How the Alpine rose
By the steep trail glows,
In the land of mist and snow.

I want to hear of the knights of old,
And the castles of far-off Spain;
Or enjoy the view
That the Caesars knew,
Across the Lombard Plain.

I want to know the beaten trail
Where the heather and bluebells grow;
The daffodils
In the Grasmere hills
Or the Flanders poppies blow.

I want to taste the gypsy life,
For the wilderness calls to me;
An open trail
And a friendly hail
Where the roads are always free.

I love to dream when the day is done,
In the glow of the fire's shine;
When the kettle sings
Of remembered things
Then I know that the world is mine.



Looking Ahead

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Why Normal Individuals Drink Alcohol

HATTIE HAUB, *Science Teacher*
Roosevelt High School, Oakland

NO human being is ever entirely satisfied with himself or his environment. To some this discontent acts as a spur and a challenge to better conditions and is therefore to a large extent a big factor in the world's progress. Conditions that cannot be changed are accepted philosophically if not happily.

To others, this discontent is the cause of morbid self-pity which prompts the doing of things which yield a temporary relief, real or imagined, from actual conditions. These things rarely deceive even the doer but they allow him apparently to possess the appearance or qualities desired without real effort on his part.

Old age comes to all. It is curious that while we want the span of life increased we are ashamed of the number of years we have lived. Therefore we color the silver threads and apply the chemical bloom of youth to cheeks and lip.

We yearn to be considered members of the leisure class and find ourselves removing the shine from our noses and putting an even more brilliant one on our nails. We dread pain and use narcotics of various kinds to deaden it.

We all want to be rich, to be liked, to be considered a good sport, to be invited out, to be different from what we really are. Many of us have found that alcohol is a narcotic which temporarily opens the door of forgetfulness, produces self-delusion, and gives freedom from responsibility.

The Highest Controls Go First

That alcohol is always a narcotic and never a stimulant is doubted by many of its users. They fail to realize that as it affects the nervous system **the inhibitory impulses we gained last are the first we lose.** These inhibitions have become a part of us only through arduous and continued training.

The lowest of animal forms, the protozoa, possesses a sense of touch. As the scale of life ascends other senses, taste, smell, sight, and hearing are developed. The ability to rationalize belongs to the highest forms of life. The development of any individual follows this same order.

The new-born baby has a sense of touch, but he is unconscious of noise and fails to see objects passed directly before his eyes. Grad-

ually his senses develop. Finally, as he begins to think, he learns he is part of a social system. Instead of being the center of a very limited environment, one room, he finds with each increasing year he becomes a more and more insignificant part of a rapidly expanding world.

He outgrows his room, then his yard, sometimes his home town, his state, his country, and even his planet. He is world conscious, and happy and successful in his world only as he learns to control his emotions and desires. Wherever they conflict with his environment, he must build up inhibitory impulses.

Civilization Built on Inhibition

As a small child he would call a greeting to a friend in a church without embarrassment. As he grows older, he learns that loud talking is not the thing in church and his call is repressed. If his hand hits hot water it is immediately withdrawn by a reflex action which tends toward self-preservation. But he can inhibit even a reflex action as he would do if he deliberately placed a sprained hand in hot water and held it there.

As the child develops into the adult, inhibitory impulses of all kinds are built up. The lawyer who is fond of gossiping must curb his talking if he wants to hold the confidence of his clients. The shy man must learn to talk and be a good mixer, if he is to succeed in business.

The noisy individual must become more quiet in order to avoid wearying other people with his funny stunts. The thief must conquer his desire to take what is not his if he wishes to escape social punishment. The poor man must spend his wages carefully and keep himself fit if he is to provide for his family.

The daring individual must inhibit his inclination to take needless risks if he assumes responsibility. The fearful man must overcome his fear if he would avoid a serious handicap in life. The student must use reliable data in his talks and writings if he is to be judged scholarly.

These inhibitions are more or less completely lost with even moderate drinking of alcohol. The lawyer talks, the shy man becomes moody and shuns his fellow men, the noisy man talks and sings and plays his tricks and becomes a "good fellow", the thief robs, the poor man gains a false sense of security and flings away his earnings, the rash individual loses his caution, the coward shows his fear, and the student indulges in flights of fancy both witless and valueless.

Some of these types appear stimulated but none are. Continued drinking results in a further

deadening of the nervous system and an entire release from responsibility. The control of the senses is lost gradually, sight is blurred, hearing becomes defective, and the sense of touch vanishes as the individual becomes "dead drunk".

The moderate drinker who merely wanted temporary relief from an adverse environment does gain it. He rarely counts the price he pays for that release in impaired organs, which ultimately lower his own efficiency and happiness and prevent him from passing on to his children the fine heritage he might otherwise have given them.

* * *

A Library Project

ANGUSINE M. SUTHERLAND, Class Teacher
Main School, San Anselmo

OUR fifth grade class has always had an interesting library table. This past year a need was felt for a systematic way of doing things so we decided to have a real library, with real library rules and regulations.

With the entire class as voters, we appointed a library committee consisting of president, vice-president, secretary-treasurer, librarians (2), and assistant librarians (2).

Next, with the newly-appointed president taking office, a set of rules was drawn up and placed on the blackboard to be copied by the secretary. Thus we correlated language and literature.

The equipment of the library consists of the following: 3 book racks; one set of filing cards; date stamp; alphabetic filing box; table; date slips; card pockets and catalog. These were brought or made by the pupils. A very fine selection of suitable fifth grade reading was contributed by the pupils.

Within four days of the first week of school the above material and 48 books were collected and arranged in alphabetic order on the bookshelves. We now have over ninety.

Each member of the library committee volunteered to stay after school to do the initial work necessary for the setting up of the library. All the work which could be done was done as regular work with all the children participating. For example, we studied alphabetic arranging of books and filing-cards and library problems in arithmetic.

Our library period occurs twice weekly, with the president in charge. He supervises the library and arranges that each row gets books in an orderly way. Clean hands and library rules are insisted on.

As soon as a book is read, each pupil is provided with a tiny book report (typed) which provides the teacher with an idea of what the pupil derives from his reading. This questionnaire takes the usual form: name of book; name of author; why it was interesting. Many pupils have read and reported on an unusual number of books already, thus demonstrating the real value of supervised reading.

Finally, to encourage reading, we made a chart of thin posterboard with each child's name printed in large block capitals in a separate section. As soon as he finishes a book, he pastes in this section, a miniature book consisting of a small strip of tonal paper on which he writes the name of the book and author. In this way we have a definite record of the children's reading and an interesting project as well.

* * *

Ethel I. Prosser

THERE are teachers who pioneer into new fields of youth, the teachers who adventure gripped by a fortitude of faith and the wanderlust. There are the teachers who quietly root themselves in one field with an ideal of service to the community. Of the latter is Ethel I. Prosser, who has found that ideal of service in Grossmont Union High School.

When the two rival schools, River View Union and El Cajon Valley Union High School, were consolidated in the summer of 1920, Miss Prosser took her place in the new unit, Grossmont Union High, located opposite Grossmont with a strategic view of El Cajon Valley and the Cuyamacas. Here she helped to further the welding of the two schools and the outgrowth of old traditions into new.

Mothering girls, teaching English and history, promoting the Girls League, fostering the production of the annual *El Recuerdo* in the first seven years, and through her increasing knowledge of the families and of the home life in the community promoting aid to any in need—these have been her major tasks.

Yet one would hardly know they were regarded as tasks. Now, as Dean of Girls and teacher of English and history, she still serves in many capacities, aiding the expansion of spirit and the growth ably promoted by Principal C. B. Quicksall.

Miss Prosser has also given service as representative of San Diego County high schools on Southern Section Councils for the past seven years. She is a native Californian; and her college work was done at Pomona, postgraduate at Berkeley.—Dorothy E. Franke, Grossmont.

* * *

Bruce H. Painter, city superintendent of the Petaluma Public Schools, has been re-elected by the board of education for a new term of four years dating from July 1, 1931. This is the fourth term in which Mr. Painter has been in charge of the Petaluma schools. He has manifested real educational leadership and is continuing to make a substantial record of progress and constructive service.



School Books and Others

Teachers are invited to contribute brief notes concerning literature that has been especially helpful to them in the course of their work or their leisure.

Roots of Vocational Education

A REVIEW BY ELMER H. STAFFELBACH

310 pages, including a classified bibliography. William P. Sears, Jr. Price \$2.75 net. Published by John W. Wiley & Sons, Inc. New York, 1931.

THIS volume sets forth the results of the author's inquiries into the origin and development of vocational education. In it he shows the correlation among economic, social and educational forces and factors, past and present.

Man lives in a changing world, because the march of human progress demands the transition of social development. Basic to such development are the economic factors of life. The intellectual, the esthetic, the spiritual wait upon, and grow out, of man's conquest of the material, and the technical elaboration of the industrial processes of modern life require more and more in the way of vocational education. Vocational education, however, is not merely of recent growth; its history-long roots go back to the beginning of the evolution of industry.

Perhaps because of the very nature of its content, the book lacks somewhat in the way of coherence and organization. Nevertheless it contains a wealth of information, and should serve well the purpose of orienting the worker in this province of education.

* * *

Pan-American Day

APRIL 14 has been designated by President Hoover as Pan-American Day.

Professor Alfred Coester of Stanford University points out that to **teachers of Spanish** there comes a special privilege to lead in the celebration of the day in those schools where Spanish is taught.

Spanish occupies in the California school curriculum a peculiar position of idealistic type. The daily teaching of language gives the pupil a sympathetic understanding of those peoples whose language is being studied.

* * *

Education, Crime, and Social Progress, by William C. Bagley, is a valuable book of 165 pages, published by the Macmillan Company; \$1.20. Bagley is severe, and makes us think.

Roots of Life

A REVIEW BY ELMER H. STAFFELBACH

BIOLICAL Foundations of Education.—Caldwell, Otis W. Skinner, Charles Edward, and Tietz, J. Winfield, 534 pages, including glossary and index. Ginn and Company, 1931; \$2.72.

This volume represents a sincere attempt to do what its title suggests—to relate the biological man to the civilized man. The authors have tried to integrate those aspects of biology which are fundamental to education in its broader sense. They have pictured man against a background of evolutionary life. Basically animal, he is, because of his psychological attributes and his intellectual possibilities, infinitely above the mere animal, from which he is separated not merely by generations but by geologic eons. A realization of his possibilities demands a sociological culture—education.

Immanuel Kant said, "Man can become man only through education." The authors explain how this is accomplished.

This book will be of interest to all students of education. It should find ready acceptance in college classes in Education and Sociology.

* * *

The Midget is an admirable school paper published by the journalism class of the Santa Barbara Junior High School and printed by the printing class of that school.

Miss Edwina Kenney is journalism teacher and **Lee Verret** is printing teacher. The Midget is now in its twelfth volume.



The great Book of Nature is one to which children go with untiring zest and joy. Here is a group of California kindergarten children starting on a "nature walk." Courtesy of Marjorie Wylie.

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To encourage the love of reading is the object of this series. The notes have been kept simple and practical. There are many pictures, full of action and interest. The type is clear and open, and the format unusually attractive.

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Research in Long Beach Schools

ELMER H. STAFFELBACH

C. T. A. Director of Research

THE Research Department of the Long Beach City Schools has been very active in initiating and carrying out numerous studies calculated to improve the efficiency of educational practices and procedures within the system. Below are given the various divisions of this Research department, together with the present research personnel, and a list of research studies recently completed. A list of studies now in progress is also given.

Functions of Research Departments

A great variety of functions may be found by a survey of city school research departments. Justification for these varied assignments should be on some logical basis than that it is a convenient place to assign duties not clearly belonging elsewhere. If a research department is primarily intended for the discovery of facts and the cultivation of the scientific attitude in education then such functions as surveys, test construction and testing are evidently suitable assignments to the department.

Moreover if the department is to be more than one of service it must have initiative to extend its activities farther afield into the supervision of the uses to which its findings are put. It then naturally has much to do with classification, guidance in all its phases, and special education. In any case the working tools are psychology, statistics, educational philosophy, sociology and school administration. The organization should use these tools constructively, productively, and in a vitalizing way, avoiding research problems whose solution cannot result in action for the improvement of school procedures.

ERNEST P. BRANSON

Research Department Staff Assignments 1930-1931

ERNEST P. BRANSON, *Director*

Dora D. Stoker—In the Division of Educational Research, in charge of elementary and junior high school testing programs, reports, and researches as assigned; experimentation, management of clerical staff, and departmental direction in the absence of the director.

David Segel—In the Division of Educational Research, in charge of high school and college testing programs and research, the cultivation of pure research in any segment, and statistical technique.

H. A. Whiteneck—In charge of administrative research problems.

Mrs. Alta Williams Casselberry—In charge of the supervision of guidance.

Nancy Ruth Cleaver—In charge of social case

investigation and treatment of pupils requiring the services of the guidance clinic or psychiatric social worker.

Mrs. Theresa Kennedy—In charge of location, size, and personnel of elementary opportunity classes and Binet testing.

Bernice Wilcox—Assistant to Mrs. Kennedy.

Research Problems Completed

An Experiment to Determine the Value of Reading Material Which Is An Outgrowth of Pupil Experiences.

An Experiment in the Simplification of Spelling Teaching in the Fourth Grade.

An Experiment in the Substitution of Library Reading for Classroom Instruction in Reading.

Teachers and Administrators Use of the 1929 Summer Vacation.

A Study of Newspaper Publicity.

Tests for Social Studies in Grades 4B-6A.

Population Studies of Long Beach.

Mathematics Inventory Test, Grades 7-14.

English Inventory Test, Grades 7-14.

Equivalence of Intelligence Test Scores.

Pupil Personnel Record System.

Occupation of Part-Time Pupils.

Analysis of the March Record of Acceleration and Retardation.

Success of D Transfer Students in Junior College.

Automatic Prediction of Scholastic Success by Using Multiple Regression Technique With Electrical Tabulating Machines.

Ability in 6A Composition.

Marks in Secondary Schools, 1929-1930.

Class Size Report to N. E. A.

Status of the Building Program Reported to the White House Conference.

Research Studies in Progress

Survey of Buildings and Equipment to Determine Changes Necessary in Case a Reorganization of Secondary Education Should Be Undertaken.

Construction of Tests for Ninth Grade Junior Business Practice Course.

Classification of Expenditures (In co-operation with other cities).

Validity of the Sub-Tests of the Sangren-Woody Reading Tests.

Vacation Reports 1930.

An examination of the reports growing out of the above studies could hardly fail to convince even the most skeptical that research plays an important role in modern education, and that a well-organized research department is a necessary and vital part of a city school system.

* * *

Bert F. Steelhead, Herbert Hoover High School, Glendale, is vice-president of the Society for Occupational Research. Membership in this society requires seminar work in vocational education at the University of Southern California. Life membership is the only kind granted. There are about thirty in the society at present.

Have You the Time for All the Subjects That You Want to Teach?

Many subjects that every teacher would like to include in the commercial course are crowded out because of a lack of time, money, and teachers.

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provides the materials for one articulated course that greatly enriches the content formerly scattered through two, three, or even all the following courses:

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Reduced cost of instruction plus an improved curriculum is one of the benefits you may expect from an adoption of *General Business Science*, which fully meets these Junior High School requirements:

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3. Exploration
4. Foundation material
5. Vocational Practices

General Business Science, published in either one or two volumes, with its project pads, teachers' manuals, objective tests, special service bulletins, is a flexible course which may be easily adapted to the needs of any school. Investigate *General Business Science* and see how fully it measures up to these standards.

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SYDNEY

Evaluating Programs of Radio Education

DR. IRA W. KIBBY, *State Department of Education, Sacramento*

WHAT radio programs, being used by the public schools, are contributing effectively to the development and growth of pupils? This is a question which is being studied by a state committee composed of outstanding California educators.

In order to obtain reliable information an evaluation report for radio programs has been developed. The report is to be made out by the teachers using such programs and forwarded to the State Department of Education.

Another rating report, for evaluating music programs, is being prepared by the committee.

Copies of the first rating report were sent out recently, by the State Department of Education in co-operation with the Pacific Coast School of the Air, to schools using radio programs for instructional purposes with a request that a report be made on each program received. These reports will be studied and an evaluation of the programs made. The following is a copy of the rating report.

Radio Rating Report

To the Principal:

THE Department of Education desires information regarding the use that is being made of educational broadcasts. Please have one of these blanks filled out by the teacher in charge of each listening group and return promptly to this office.

VIERLING KERSEY

Date of Broadcast.....From Radio Station.....
School.....P. O. Address.....

I. Reception:

1. Satisfactory?
If not, why not?.....
2. Did you listen to the entire broadcast?.....
If not, why not?.....
3. Received in classroom?.....
Or auditorium?.....

II. Audience:

1. Did entire school listen-in?.....
If not, on what basis was audience selected?.....
2. How many listened? Boys.....Girls.....
Total
3. From what grades?.....

III. Evaluation of the Broadcast:

Rate the broadcast by placing an X in the proper column following each of the three main items (E—Excellent, G—Good, F—Fair, P—Poor). Rate the sub-items in the same way.

	E	G	F	P
1. Student Attitude During the Broadcast				
Attentiveness				
Responsiveness				
2. Presentation of the Broadcast				
Voice				
Delivery				
Sincerity.....				
Speaker's Radio Appeal.....				
3. Subject Matter of the Broadcast				
Organization of material.....				
Suitability of material.....				
Informational value.....				
Inspirational value.....				

IV. What Preparation Was Made by Teacher and Class for This Broadcast (Check)

Study Assignment?.....Class Discussion?.....
Other?..... Did the broadcaster supply preparatory material?.....
Was the material used?.....

V. What Follow-up Is Planned for Conserving the Values of This Broadcast (Check)

Class discussion?..... Oral Report?.....
Written Report?..... Debate?.....
Oral or Written Test?.....
Collateral Reading?.....
Other Activity.....

VI. Did This Broadcast Possess Values Equal to Those of the Class Period Displaced?

VII. Remarks

Signed:....., Teacher
Approved:....., Principal

N. B.—Comments from students and suggestions for improvement from teacher or principals will be very acceptable.

RECENTLY the State Department of Education took a census of the schools in the state to determine how many were equipped with radio receiving sets. To date the tabulation shows the following:

Schools equipped with radio receiving sets.....561
Schools planning to equip soon..... 83

(Continued on Page 46)

Do Your Little Folks Like Rabbits?

Of course they do, and a new book by Emma Serl—IN RABBITVILLE—will give these little folks great joy. We quote the following review of the book in the JOURNAL OF EDUCATION, February 2, 1931:

"The inventive genius, artistic masterfulness, and professional skill developed in the creation of supplementary school readers in the last three years have been really marvelous.

"In 'In Rabbitville' there are 292 different pictures of rabbits, each with an industrial, domestic, social or civic possibility. Nothing like this was ever dreamed of before.

"This is only possible because of the brilliant conception of a Carpenter Rabbit, Baker Rabbit, Policeman Rabbit, Shoemaker Rabbit, Iceman Rabbit, Farmer Rabbit, Fireman Rabbit and Postman Rabbit.

"No primary classroom can be without 'In Rabbitville,' because there is nothing to take its place in primary school equipment."

The Price? List, 60 cents. Write for a copy and a SCHOOL CALENDAR for 1931.

AMERICAN BOOK COMPANY
121 SECOND STREET, SAN FRANCISCO

Ideal for **SCHOOLS** and **HOMES**

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RADIO

Mighty Monarch of the Air

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Mighty Monarch of the Arctic

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SAN FRANCISCO

OAKLAND

Robert W. Thompson of the John Burroughs Junior High School, Los Angeles, reports that during recent years his school has had a "Guidance **Week**" each term.

This semester, he reports, they are having a "Guidance **Month**". "Our past experience has shown us that the time needed for the careful selection of the next educational step is approximately one month".

"In reality, guidance in the junior high school is a **continuous process**, as the aim is to give every pupil an opportunity to explore his interests, his abilities, and his talents, in order that he may wisely choose from the educational vocational opportunities available".

The school publishes an excellent guidance monthly program.

STONE'S SILENT READING BEGINNING WORKBOOK

46 PAGES

28c postpaid

*Combined Workbook and Primer
Constructed to Teach Silent
Reading in the Low
First Grade*

Write for descriptive circulars of

OBJECTIVES

METHOD

MECHANICAL FEATURES

Houghton Mifflin Company
SAN FRANCISCO

Of the 561 with radios, 417 have been definitely tabulated as shown below. 154 remain to be tabulated.

417 tabulated schools:

Elementary—89, having an enrollment of 43,142; an average of 480 pupils to the school.

Secondary—328, having an enrollment of 203,225; an average of 619 pupils to the school.

Of the 417 schools definitely tabulated, 21 have battery sets, 12 have public address systems, and 384 have one or more electric sets.

* * *

An Industrial and Occupational Survey

AT the instigation of Principal Curtis E. Warren, of the Yuba County Junior College and the Marysville Union High School, an industrial and occupational survey of Yuba and Sutter counties is under way. The direction of the survey is in the hands of Dr. F. L. Tibbitts, Director of Research of the institution.

The organization for the survey was completed in November 1930. Three committees are used as follows:

(1) a general committee selected from the leadership of the community in the fields of agriculture, manufacturing, merchandising or business, professions, labor, and recreations, is used as an advisory board for the community,

(2) a parallel committee made up of leaders in the school representing the same fields acts as a working and advisory committee, and

(3) a professional advisory committee consisting of Dr. Nicholas Ricciardi of the State Department of Education, Dr. Edwin A. Lee, director of the division of vocational education, University of California, and Dr. W. M. Proctor, professor of education at Stanford University.

A two-fold purpose underlies the survey,—(1) the data is being used to develop a sound and effective system of vocational guidance and counseling, and (2) it is being used to project a vocational education program for the schools of the counties and especially the junior college.

Twelve minor objectives have been set up by the survey committees. These are as follows:

1. To determine the scope of the occupational life in the community.
2. To determine the nature of the occupations found in the community.
3. To determine the need for additional workers in each of the occupations.
4. To determine the nature of training needed to better fit pupils for the occupations of the community.
5. To determine the number of pupils who will likely want to find employment in the community.
6. To acquaint the school leaders with the

vocational and occupational needs of the community.

7. To acquaint the community with the ability of the school to serve the vocational and occupational needs under favorable conditions.

8. To determine the occupational interests of the prospective junior college students in the community.

9. To determine the attitude of teachers, students and the public regarding occupational education.

10. To discover methods of co-operative industrial and occupational training suited to the community so that the public and the school might each take its full share of responsibility in equipping the youth of the community for occupational life.

11. To determine the needs for placement service.

12. To determine how the curriculum of the school might be changed to better serve the occupational interests and needs of the community.

The community is co-operating wholeheartedly in the project and it is felt that both the school and the community will profit very greatly by the undertaking.

* * *

Can You Refrain?

With apology to Mr. Kipling

MARY MULLEN DUNLOP

*Teacher of Art, Literature and History
Granada School, Alhambra*

IF you can see the wild-flowers all about you
And never pick one from its place on Earth;
If you can leave the valley and hillside blooming
So that there will never be a wild-flower dearth;
If you can see the golden poppy and lupine
growing side by side
And keep them where God placed them in
His garden,
And let them in His place abide;
If you can camp among the redwoods,
Or inhale the perfume from pine,
And see the Christmas Holly in the valley
Put there for all future time;
If you can stop one heart from aching,
Or ease one of God's creatures from his pain;
If you have friends among the feathered fold
Or a pal who can only bark or purr your name;
If you can keep the beauteous pepper with all
its falling scales and leaves,
Or enjoy the shaggy eucalyptus while its bark
flaunts in the breeze,—
Yours is the Earth and all that's in it,
For you know how to love and live.

STUDY AT THE STATE UNIVERSITY

**UNIVERSITY of CALIFORNIA
SUMMER SESSIONS****June 22 to August 1****At BERKELEY AND LOS ANGELES**

You will share in the advantages which *only* size and scope can give: instruction by distinguished educators from leading universities of America, Europe, Australia; exceptionally wide choice of courses—254 at Berkeley, 209 at Los Angeles.

In Education many courses are given for teachers and school administrators. English and other Modern Languages, History, Science, Mathematics, Music, Art, Physical Education—all are well represented, with courses carrying credit for teachers' certificates and university degrees. Advanced study is offered in many departments.

Recreation on the campus—dancing, swimming, tennis and organized sports—is supplemented by the possibility of week-end trips.

By special arrangement, you can attend the

National Education Association Convention**Los Angeles, June 28 to July 3**

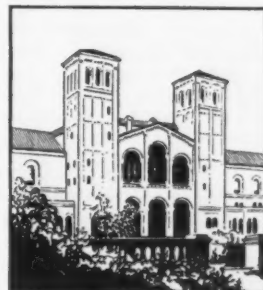
And also attend *either* of these Summer Sessions.

Students registering at the opening of either Summer Session may be in Los Angeles during convention week, and receive full credit in the session. Students may also enroll *after* the convention, attending any courses, taking 4 units for credit, paying a reduced tuition fee.

Ask for details—with announcement of courses. You may also obtain *special bulletins* on the Play and Demonstration Schools, the Departments of Physical Education for Men and Women, and Lecture Courses of General Interest.



Address, Dean of Summer Sessions, Box A-2, University of California, Berkeley; or Dean of Summer Session in Los Angeles, Box C-2, 405 Hilgard Avenue, Los Angeles, California.



Southern Section 100% Schools

As of March 13, 1931

Los Angeles City

Alexandria Avenue; Arlington Heights; Avalon Boulevard; Avenue 21; Barton Hill; Bridge Street; Broadway; Brooklyn Avenue; Cambria Street; Canyon; Center Avenue; Chapman Avenue; City Terrace; Cortez Street; Custer Avenue; Delevan Drive; Eagle Rock School; East San Pedro; Encino; Fifteenth Street School; Fletcher Drive; Florence Avenue; Forty-ninth Street; Fries Avenue; Garvanza; Gates Street; Graham; Granada; Gulf Avenue; Hagar Street; Hammel Street; Harbor City; Heliotope Avenue; Herman Avenue; Hyde Park; Latona Avenue; Los Feliz; Malabar Street; Melrose Avenue; Meridian Street; Miramonte; Ninety-second Street; Ninety-seventh Street; Olive View; One Hundred Eighty-fourth Street; Orange Street; Owensmouth; Ramona; Remsen Street; Roscoe; San Pedro Street; Sawtelle Boulevard; Second Street; Serrania Avenue; Seventy-fourth Street; Tenth Street; Topeka Drive; Trinity Street; Tujunga Street; Union Avenue; Victory Boulevard; Vine Street; Winnetka Avenue; Zelzah.

Bret Harte Union High; Jordan Starr King Junior High; McKinley Junior High; Garfield High.

Los Angeles County

Arcadia Elementary District; Bonita Union High; Covina Union High; Covina Elementary; Clearwater District; Enterprise District; Excelsior Union High; El Monte Schools; Glendora Schools; Gallatin School; Hawthorne Schools; Hudson District; Keppel Union School; Los Nietos Schools; Long Beach City Schools; Lynwood School; La Canada School; Mountain View School; Muscatel School; Newport Harbor Union High; Puente Union High; Pomona City Schools; Ranchito District; Rogers School; South Whittier Schools; San Marino City Schools; South Pasadena Elementary Schools; West Covina Schools; Whittier Schools.

Pasadena City; Altadena; Cleveland; Columbia; Fremont; Garfield; Grant; Hamilton, Junipero Serra; Willard; Marshall Junior High; John Muir Tech. High.

Ventura County

Avenue; Mill; Oxnard; Roosevelt; Piru Elementary; Saticoy; Somis.

Ventura City

Sheridan; Plaza; Washington.

Orange County

Anaheim City Schools; Buena Park; Cypress; Fullerton Elementary; Garden Grove City Schools; Garden Grove Union High; Laurel; Placentia; Yorba; Richfield; San Clemente; Savanna; Tustin Union High.

Imperial County

Bard School; Brawley Elementary; Calexico Union High; Calipatria Elementary; Calipatria Union High; Central Union High and Junior College; Eastside High School; Eucalyptus; Eastside Elementary; El Centro Elementary; Holtville Union High; Imperial Union; Imperial Union High; McCabe Union; Meloland; Verde; Winterhaven.

Riverside County

Coachella Elementary; Chemawa Junior High; Desert; Ensign; Palo Verde Valley Union; San Jacinto High School; Thermal; Union Joint; Val Verde.

San Diego County

Cardiff; Escondido Union High; Fallbrook Union High; Lakeside; Libby; National City; Oceanside; San Dieguito; Sweetwater Union High; Vista Union; West Fallbrook Union.

San Diego City

Benjamin Franklin; Central; Emerson; Encanto; Garfield; La Mesa Heights; Lincoln; Loma Portal; Ocean View; Sorrento; Washington.

San Bernardino County

Colton Union High; Victor Valley Union High; Adelanto; Alta Loma; Amboy; Apple Valley; Bagdad; Big Bear Lake; Bloomington; Camp Baldy; Central; City Creek; Cucamonga; Daggett; Del Rosa; Etiwanda; Fairview; Harper Lake; Highland; Hinkley; Kelso; Kramer; Lake Arrowhead; Lanfair; Lucerne; Midway; Mill; Minneola; Mission; Mojave; Morongo; Mt. View; Oak Glen; Ontario Elementary; Oro Grande; Pass; Phelan Union; Piedmont; Pioneer; Summit-Summit; Terrace Union; Todd; Trona; Victor; Warm Springs; Yermo.

Inyo County

Bishop Union High.

Santa Barbara County

Administrative; Evening High; Franklin; Garfield; Harding; Kindergarten; Lincoln; La Cumbre Junior High; McKinley; Peabody; Roosevelt; Santa Barbara Junior High; Washington; Wilson.

Santa Barbara County

Artesia; Ballard; Betteravia; Bicknell; Cold Spring; Cuyama; Emergency Schools; Garey; Hope; Jalama; Lynden; Montecito Union; Olive; Orcutt Union; Pleasant Valley; Rice; San Julian; Suey; Tepusquet; Vista Del Mar Union; Wasioja.

* * *

Dr. W. J. Klopp, director of teaching, Woodrow Wilson High School, Long Beach, reports that Charles Wright, a 13-year-old sophomore, recently made a remarkable showing in debate. Dr. Klopp states,— "This sophomore presented a debate for criticism before the senior debating group and was received with applause and commendation."

"His material is entirely original and shows remarkable logic in organization and thought, as well as understanding of the subject treated. The language is superior and would challenge some of our university graduates."

"I wish you could have heard this boy deliver this debate. He was serious, sincere, and dynamic, and he enunciated with such clearness of tone that one thought he was a master orator."

* * *

C. F. Perrott, principal of Ceres Union High School, reports that of the 669 students at Modesto Junior College, 50 are from Ceres. Ceres High School has this year produced **four** of the eight highest scholars at Modesto Junior College. **Uldine Spencer**, of Ceres, was first. She is a sister of Emerson "Bud" Spencer, famous track athlete of Stanford.



Accredited by the State as a teacher-training institution.

For a Delightful Summer, Study Art

From June 22 to July 31, this state-accredited college of the arts and crafts will conduct its twenty-fifth annual

SUMMER SESSION (June 22 to July 31, 1931)

Over thirty stimulating courses in Design, Color, Drawing, Composition, and the Crafts. Faculty of twenty art specialists, including: Ethel Abeel—just returning from two years' study in New York. Water Color and Dynamic Symmetry.

Agnes da Ponte Berne—in charge of Pottery at the Sacramento Junior College. Pottery.

Samuel J. Hume—stimulating and inspiring lecturer in History of the Arts.

Xavier Martinez—one of the West's great artists. Landscape Painting.

Emma J. McCall—in charge of art teacher-training at the University of California. Art Methods.

Gwynn Officer—practicing architect and member of the American Institute of Architects. Mechanical Drawing.

Joseph Paget-Fredericks—talented illustrator of children's books. Pictorial Composition.

L. H. Peterson—Associate Professor of Education, University of California. History of American Education.

William S. Rice—nationally known for his Wood Blocks. Pictorial Wood Block Printing.

Herman Steinbrunn—master metal worker. Art Metal Work and Craft Jewelry.

—and as many more again chosen from the regular session teaching staff of the California School of Arts and Crafts. All carefully selected to provide you with the best possible instruction along the line of your particular interests.

Write today for Summer Catalog "E"

F. H. MEYER, Director

CALIFORNIA SCHOOL OF ARTS & CRAFTS

BROADWAY AT COLLEGE AVENUE
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Courses in Music and Art Methods in the elementary school, The Parent-Teacher Movement, Rural Education, Climatology. N. B.—Former graduates and California teachers may satisfy residential requirements for the degree by taking courses running through both terms.

For the catalog, address:

THE REGISTRAR STATE TEACHERS COLLEGE SAN DIEGO, CALIFORNIA

For summer graduate courses available, at San Diego Teachers College, address Claremont Colleges, Claremont, California

A Poem to California

My dear Mr. Cloud:

Attached you will find a little toast, written by one of my assistant principals, to California. I would be glad if it could be used in your California magazine. We are trying to stir up much enthusiasm in getting people to come to the convention.

Sincerely yours,

WILLIS A. SUTTON

President, National Education Association

HERE'S to you, California—
Here's to you, our host;
From the Empire State of the Southland Great,
From Atlanta—Dixie's open gate—
We come to drink this toast.

Here's to you, California—
Here's to your sunny skies,
To your blossoms fair, to your wondrous air,
To the hardy spirit of pioneer,
That never dies.

Here's to you, California—
Here's to your people true;
May the friends we've found
To our hearts be bound
By memory's chain, with love wreathed round—
California—here's to you.

—IDA HURTEL

I. N. Ragsdale School, Atlanta.

* * *

Fact and Story Readers

THIS fine new series from the American Book Company is by four authors. The books are carefully graded and adapted for use with any of the prevailing methods of teaching. They are of a high order, beginning with stories presenting the experiences and activities of children.

The vocabulary in the primer and first reader is limited to a small number of words, which are repeated until thoroughly learned.

Training is afforded in phonics and other mechanical features, but this is so given as not to interfere with the pupil's appreciation and enjoyment of the content. A balanced program of oral and silent reading is given.

The authors are,—**Henry Suzzallo**, professor of education, Teachers College, Columbia University; **George E. Freeland**, professor of education and director of the training school, State College, San Jose; **Margaret L. McLaughlin**, associate professor of primary education, University of California, Los Angeles; and **Ada M. Skinner**, specialist in primary education, Columbus.

C. T. A. 100% Records

Bay Section 100% Systems

Additional 100% school departments, reported by Earl G. Gridley, March 5, 1931.

San Lorenzo Elementary Schools; Lodi Elementary Schools; Tracy Elementary Schools; San Bruno Elementary Schools; Gilroy Schools; Redwood City Elementary Schools; City of Santa Rosa Schools; Petaluma Elementary Schools; Art Department, San Francisco; Correction of Speech Department, San Francisco; Physical Education Department, San Francisco; Kindergarten Primary Department, San Francisco; Texts and Libraries Department, San Francisco.

Bay Section 100% Schools

Additional 100% schools, January 15 to March 12, 1931.

Alameda County—San Leandro: Roosevelt, Washington.

San Joaquin County—Tracy: Central, South, West Park; Ray, Van Allen, Atlanta, Collegeville, Independent, Summer Home; Lodi: Garfield, Needham, Salem.

Sonoma County—Canfield, City of Santa Rosa (100%): Burbank, Lincoln, Gualala, Gullford, Hamilton, Knights Valley, Lakeville, Mill Creek, Ocean View, Olivet, Pena, Potter, Preston, Santa Rosa, Stewarts Point, Two Rock Union Walker, Washington; Analy Union High, Geyserville Union High.

Oakland—Central Trade School, Elmhurst Junior High, Fremont High, Lowell Junior High, Washington.

* * *

A. G. Grant, district superintendent of the Siskiyou union high school district, with headquarters at Mount Shasta City, recently sent the following telegram to W. T. Atkin, principal of the **Butte Valley high school** at Dorris:

Heartly congratulations on your school being the premier of the district in professional spirit as shown by being the first to report 100% membership in both N. E. A. and C. T. A.

* * *

First Place

The Commercial Text Book Company, Ltd., of South Pasadena, announces that the Los Angeles Department of Research and Psychology in connection with the Department of Commercial Education rates ZuTavern's Business Training textbook and Business Practice set first place after a scientific evaluation of five junior business training textbooks. Of 54 junior and senior high schools and 88 business training teachers, the majority vote was for ZuTavern's Business Training textbook and Business Practice set.

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*Regular Faculty Supplemented by Expert Teachers
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Attend second term of summer session and
see Grand Canyon after N. E. A. Convention.

For further information write
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THIS summer you may take intensive Boeing courses that exceed Department of Commerce Approved Type Ground School requirements for Private Pilot, Limited Commercial Pilot and Transport Pilot licenses. Or, during the six weeks' session, you may complete the Airplane Mechanic Course and the Engine Mechanic Course.

Teachers of industrial arts who wish to work toward a credential in aeronautics, or who desire to increase their knowledge and experience in this field, are encouraged to take work during the summer session. Teachers of vocational arts have their choice of courses in welding, airplane fabrications, modern airplanes, and airplane engines, that will add materially to their ability to teach aeronautical subjects of a vocational nature.

The Summer Session includes regular quarterly enrollments in the Boeing Master Mechanic Course and the Boeing Master Pilot Ground Course.

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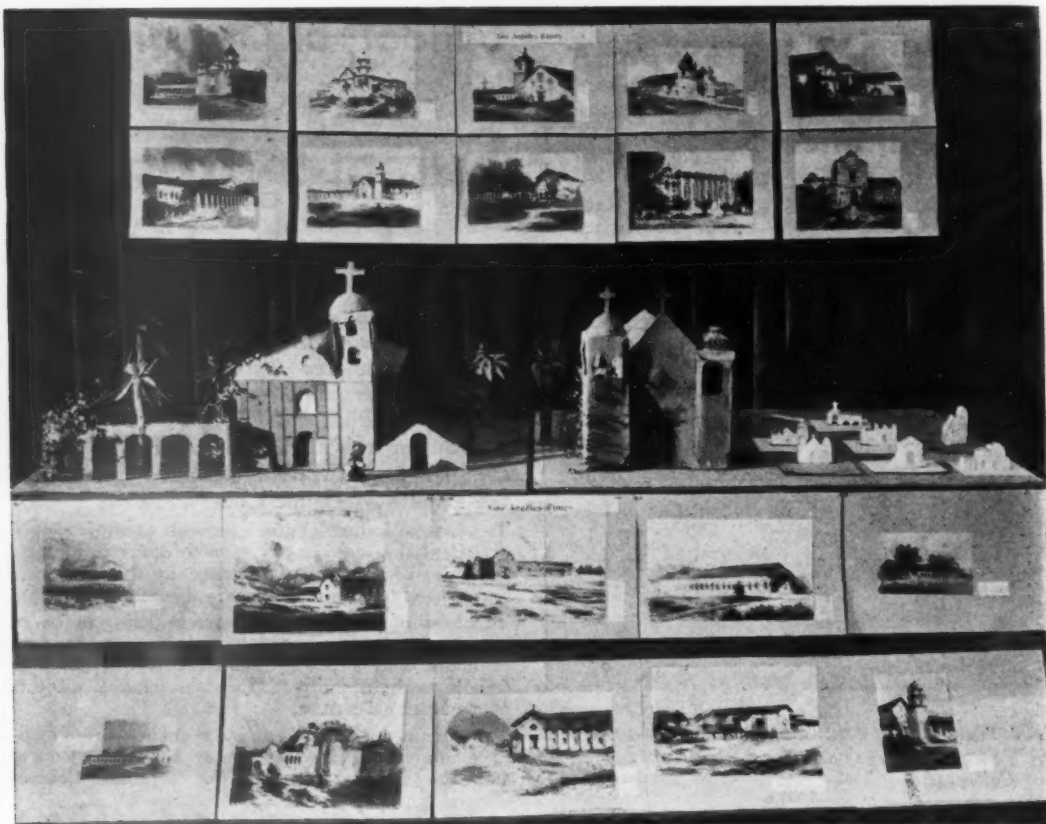
Airplane Mechanic
Engine Mechanic
Master Mechanic

Name.....

Address.....

City.....State.....

A Noteworthy California History Project



THE pupils of Miss Lawell's Fourth Grade of the Hemet Grammar School have been making a study of California. Guided by the valuable collection of California Mission pictures sent out each week by the Los Angeles Times, the children decided to construct missions as a class activity.

Mission buildings of cardboard with domes and bells of papier mache, palm trees of crepe paper and clay figures, all were used in making this realistic model of mission days. Many missions were carved of soap by embryo sculptors.

This exhibit and the mounted mission pictures are used on "Founder's Day" at the P.-T. A. and "History and Landmarks Day" at the Hemet Woman's Club.

These pictures are a permanent addition to the visual department of the school library. Sincerely yours,—(Mrs.) BELLE G. GRANT, *Principal*.

Siskiyou and Modoc Teachers Organize

W. L. KLEAVER, Supervisor of Siskiyou County schools, with headquarters at Yreka, reports that teachers meetings have been held at various centers for the purpose of considering educational legislation and petitioning the C. T. A. for recognition of the organized teachers of Siskiyou and Modoc as a section entitled to representation in the Council of the California Teachers Association.

The Siskiyou County teachers are striving for a 100% C. T. A. enrollment.

* * *

J. W. Hanson, principal of the Roseville Union High School in Placer County, reports much interest among his students in a series of vocational guidance talks which is being given there by leaders in various fields.

Mr. Hanson states that the speakers were well liked and their assistance greatly appreciated by the students. They kindly answered many questions for the benefit of their listeners. The talks gave the students useful facts by which to decide upon future occupations.

"OREGON STATE" SUMMER SESSION

JUNE 22—JULY 31

CORVALLIS, OREGON

Significant Work in a Vacation Setting

HOME ECONOMICS: DR. HENRY C. SHERMAN, Teachers College, Columbia, *Nutrition*; DR. BENJAMIN R. ANDREWS, Household Economist, Teachers College, Columbia, editor of Lippincott Series, author, and for past two summers leader of parties to England and the continent to study standards of living, *Economics of the Family*; MRS. MARY DEGARMO BRYAN, Columbia University, formerly editor of the *Journal of Home Economics*, dietitian in Presbyterian Hospital in New York, *Institution Economics*; JAMES R. PATTERSON, formerly of the Parsons' School of Fine and Applied Arts, *House Planning*; MISS MARY A. ROKAHR, Extension Economist, United States Department of Agriculture, *Home Economics Extension Methods*; MISS BEULAH BLACKMORE, Cornell, *Household Textiles*; MISS LOUISE KELLER, Minnesota, *Measurement in Home Economics Education*; MISS DORIS SCHUMAKER, Cornell (Columbia-Merrill-Palmer), *Parent Education*; strong resident faculty, courses for graduates and undergraduates, sequences leading to Master's degree.

VOCATIONAL EDUCATION: DEAN J. R. JEWELL and strong resident staff, *Vocational Guidance, Occupational Information, Counseling*; C. C. GROVER, Assistant Director of the Bureau of Research, Oakland (California) Public Schools, *Elementary Statistics and Counseling*; SUPERINTENDENT ROBERT GOETZ of Silverton, *Junior High School Education*; DEAN ELLA E. WILSON, Franklin High School, Portland, *Courses for Deans and Advisers of High School Girls*. Graduate sequences. Special short course for Teachers of Smith-Hughes Agriculture, Trades and Industries, and Home Economics.

INDUSTRIAL ARTS, Industrial Education and Agricultural Engineering: Wide range with opportunity in Industrial Education to work for Master's degree. Condensed unit course in Farm Mechanics, Advanced Farm Mechanics, Farm and Motor Tractors, first three weeks.

COMMERCE: Wide range in Economics and Sociology, Finance and Administration, Political Science, Secretarial Training, courses for teachers in Bookkeeping, Typing, and Stenography—MRS. MINNIE D. FRICK.

PHYSICAL EDUCATION for Men and Women, Basic Arts and Sciences, including Art, English Composition and Literature, History, Public Speaking and Dramatics, Industrial Journalism, Zoology, and special courses in music.

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Address: DIRECTOR OF SUMMER SESSION
OREGON STATE AGRICULTURAL COLLEGE
CORVALLIS, OREGON

AUTHORIZED BY THE STATE BOARD OF HIGHER EDUCATION

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ATTRACTIVE COURSES
REASONABLE RATES
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DEAN OF SUMMER SESSION
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for further information address
CLARENCE L. PHELPS, President
Santa Barbara, California

Caring for Handicapped Children

KATHRYN E. STUBBLEFIELD, *Instructor of Physically-Handicapped Children
Alameda City Schools*

ALAMEDA'S physically handicapped children are given careful instruction according to their individual needs. The case of each child is thoughtfully diagnosed, following which time allotment and instruction are given accordingly.

Some of the case problems are:

1. The child who has never attended school and probably never will;
2. The child who has attended school but has been unable to attend for a number of months or years—and who will return at a certain specified time;
3. The child confined to his bed for an indefinite period of a term or two.

The first consideration is time allotment. Study has proven that the average child is able to do a term's work with one and one-half hours instruction weekly. The same length of time cannot be given to all.

Take case one above, if this child is over age he needs two and one-half, three, or three and one-half hours a week—providing his physical condition warrants it—until he is up to his grade, then only one and one-half or two hours a week will keep him up.

On the other hand, if this child is of beginners age, he only needs one and a half or two hours to keep him up with his grade. Even this time may be cut to one hour in cases where the child is unusually quick and interested. The cut is advisable where time is at a premium and the child is young.

The time cut is put to good use for the child who has missed a great deal of work, whose class has gone ahead, who has grown to be a large boy or girl and faces the prospect of returning to school in a grade with smaller children. Providing he is able to take intensive work—this case gets first consideration—this child is given three, four, and often five hours a week. In most cases he can catch up with his class and "carry on" as before.

The third case takes one or one and one-half hours per week which keeps him up if he is an average child—above the average, less time is needed.

The instruction procedure also follows individual needs. Burke's Self-Instruction Arithmetics and Anderson's Self-Instruction English set are used for the grades to the seventh. Each child is given the privilege of going as rapidly as he pleases and preparing himself for the tests which are taken when his instructor arrives.

If he is capable of doing Fourth grade in reading and only Third grade in arithmetic or spelling, he is allowed to go on in those which are easy for him and stay longer on certain work which is difficult for him.

If it is drawing near time for him to go to school, he has probably completed his work in his easier subjects and is ready to spend all of his time in careful study and preparation of those more difficult for him.

A careful progress record is kept. The child is marked excellent, satisfactory, or unsatisfactory. He is given a grading and classification in each subject.

Thus through painstaking diagnosis, time allotment, instruction suited to his needs and progress recordings, each Alameda "shut-in" is individually cared for.

* * *

Merced County Honor Records

C.S. WEAVER, Merced County superintendent of schools, reports the following school staffs as being enrolled 100% in the California Teachers Association for the present year.—Barfield, Charleston, Dos Palos, El Capitan, Johnson Joint, Lone Tree, John Muir, Galen Clark, Monroe, Occidental, Buhach, Los Banos, Pioneer, Russell, Sunset, Vincent, Volta, Gustine Union High, Hilmar Union High, Le Grand Union High, Livingston High, and Fairview.

* * *

George E. Townes, district superintendent of schools at Weed in Siskiyou County, reports his staff of 21 elementary school teachers as enrolled 100% in the California Teachers Association.

ANNUAL meeting of the California Teachers Association Council of Education will be held on Saturday, April 11, at the Hotel Sir Francis Drake, San Francisco. This date and place are in compliance with the articles of incorporation and are fixed by corporate law.

A Successful Safety Activity

MRS. HORTENSE A. MacKEEVER is sponsor of the Junior Red Cross, faculty advisor of the Safety Committee, and teacher of upper group boys at the Bellevue Avenue Development Center at Los Angeles. She reports an interesting and successful safety activity at that school.

Until recently it has been the concensus among those in charge of subnormal children that a safety committee could not function in the lives of these children.

However, at the Development School a large working committee of 22 members was formed, 7 girls and 15 boys. There were two main reasons for having this large a committee. First, that the entire school organization might be managed by the committeemen; second, that many children, through service, might have the value of the growth which comes through responsibility.

The Bellevue Safety Committee has many of the aspects of an elementary council. The adult advisors have endeavored to help the members see and appreciate the great possibilities for work and the pleasure in work, in connection with the various undertakings in service for the whole school.

A unit, such as this which affects the life of the entire school furnishes opportunities for general co-operation, a feeling of brotherhood, a scrutiny of standards of the entire school, and a stressing of larger obligations. It has been a marked success in our school.

* * *

Society for Occupational Research

President Thomas H. Elson called the life-members of the **Society for Occupational Research** together for an interesting meeting at the guild house, U.S.C. campus. James H. Bedford, faculty member of the Herbert Hoover High School of Glendale, gave a resume of his report on vocational interests of high school students of California.



James H. Bedford

"This survey shows," says Mr. Bedford, "that a large number of our young people are preparing themselves for the professions, which are already overcrowded. I am inclined to conclude that high school students have the white-collar complex; therefore we as teachers and educators should educate and guide them toward the mechanical arts and agriculture."—Bert F. Steelhead, Vice-President.

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N.E.A.

Convention meets at the Shrine Auditorium adjoining the University of Southern California Campus June 29 to July 5.

Miss Swope's Summer School for Elementary Teachers

Holds two sessions of three weeks each.

The Long Beach session, June 22 to July 10
The Santa Cruz session, July 20 to August 7

The school has the approval of the State Board of Education and the State Board of Credentials.

Write Miss Caroline Swope, 837 Linden Ave., Long Beach, California, for announcements.

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For information address: Miss Rosalind Cassidy, Mills College P. O., California, or Miss Hazel J. Cubberley, University of California, Los Angeles, California.

The Project and the High School Student

CATHERINE P. McCORKLE, Santa Barbara High School

IT is an easily assumed belief that stories of knighthood, and particularly stories of King Arthur and his Round Table, need no motivation in the case of high school students, since such stories, along with Peter Rabbit and Robinson Crusoe, are regarded as a natural heritage of the child.

Not everyone comes into his heritage easily, however; the aid of a lawyer may be needed in material matters; the help of a teacher may be required in things of the mind and spirit.

At Santa Barbara High School three teachers of 10B English classes decided upon a project to motivate The Idylls of the King. There was little new in the plan adopted, although perhaps the method of carrying it out varied from others. The assignment given was general, like this:

"One month from today each of you will be asked to bring here something made outside the class period. This may be anything your fancy pleases, so long as it has some conceivable connection with the Idylls.

"Art students may draw pictures or model castles, girls may dress dolls to represent the characters, some may make notebooks on medieval customs or institutions. Think for yourselves what you most want to do."

The teacher may be consulted before or after class if difficulties or questions arise. Pictures, stories, or articles which may prove useful can be found in these books:

Mark Twain.....	Connecticut Yankee
Bulfinch.....	Age of Chivalry
*Andrew Lang.....	The Book of Romance
*Lanier.....	The Boy's King Arthur
*Holland.....	King Arthur and the Knights of the Round Table
*Pyle.....	King Arthur and His Knights
*Tappan.....	When Knights Were Bold
*Longman's	Historical Illustrations

Those starred are illustrated.

"Both the school and town librarians will help you. Be accurate; be sure that costumes and buildings are of the right period. Several of you may work together if you wish."

Enthusiasm burst forth immediately in hurried between-class confidences. Ideas for projects grew as do ideas for Christmas gifts, and with about the same secrecy.

"I'm going to make the hand of the Lady of the Lake giving Arthur Excalibur if it's all right. Don't tell anyone so that others will do the same."

"Don't say anything, but I want to dress a doll as Elaine lying in her barge going down the river. Oh, how'll I make a lily small enough for her hand?"

The five girls working together on the construction of Camelot from soap, modeling clay, matches, and green sponges (for trees) brought in a tiny peasant's cottage or miniature noble's house from time to time for inspection before assembling. These youngsters, by the way, showed their sense of humor. Having read in the Connecticut Yankee that pigs wallowed freely within the confines of the royal town, they placed wee soap pigs in the streets.

FROM one to three check-ups as to the progress of the projects were made, and these check-ups constituted practically the total attention given the work during the class hour. They were simple, consisting of two or three questions: What are you making? How much time has been spent? Is anyone working with you? Since students sometimes gave up one idea to try another, not infrequently the project finally turned in was not the same as described in the check-up.

The month passed. Exhibits were proudly or shyly placed upon tables in front of the room. In spite of secrecy three barges of Elaine made their appearance. Castles of various material and sizes stood in imposing ranks. Colorful, indeed, were the scattered portfolios in their green, red, or white jackets.

It was difficult to measure exact gains; who could tell just how much more carefully the Idylls were read in search of hints for something to do, for details to suggest finishing touches? Yet this is certain: at least eight who had reposed peacefully, doing nothing all the first of the seemster, literally awoke and got busy. Their contributions were good: one carved and painted Excalibur, with "Take Me" on one side and "Cast Me Away" on the other; two more made the most complete notebooks received about armour. Nor did an absolute relapse follow.

Historic details of costume and architecture were more perfectly understood after the home-made models had been criticized. The vague

notion that any dress of obsolete style, any castle at all, would do for Arthur and his time, was overcome. After a few pictures of Queen Elizabeth posed for Guinevere, or Philip II of Spain doubled for Lancelot had been rejected, the realization that several hundred or a thousand years effected radical changes began to diffuse itself.

In the same way was brought about acknowledgment that Tudor town houses might not be the best in this particular undertaking. In general, students were impressed with the simplicity of early English times; specifically, they learned through errors that picket fences came before the stone walls, that square towers preceded round, that simple dress prevailed before extravagant ornamentation, that the standards of individuals were used before national emblems were known, that bobbed hair for women (except perhaps in the case of the Egyptians) is a modern innovation. Best of all, they discovered how to search books to make them yield the information desired.

THE following list of some of the more successful projects may be used as suggestive material for similar work.

Articles

Wooden shields of varied sizes.

Some designs from the students' imaginations: one a star for Sir Knight of the Morning Star, another a sun for Sir Noon Day Sun.

Castles of many materials and sizes—paste-board, soap, stone held together by clay. Usually settings were furnished also—a steep



A model of Camelot. Most of the houses are hidden behind the fence. A river of poster paint nearly circles the wall.

plaster of paris hill, a section of a lawn in which was set a mirror for a moat, a green crepe paper base studded with twigs for trees.

Dolls dressed to represent characters.

These were not so successful as they might have been. Checked gingham does not make queenly garments, although the soft satin some used was beautiful.

Drawings and paintings. Although usually copies, these were plentifully and artistically

done. Nearly every class had its "Sir Galahad," maybe because Watts' painting is available everywhere, perhaps because it is a favorite. One youngster, a negro who had done nothing else all year, reproduced it in oils. Most of the drawings were pen and ink or pencil.

Portfolios

These were of great variety in subject as well as in quality. Some were merely collections of drawings or cut-out pictures. Some told stories of Arthur not recounted in the Idylls. Some were worth individual attention:

The Modern Quest. The story is retold in pictures as it would be if it occurred today, with the quest for money instead of the Grail.

Armour. Details from various periods and nationalities were pictured, as well as types of daggers, swords, pole arms, head pieces (burganets, marions), gauntlets, saddles.

Ceremonies Held at King Arthur's Court. Quotations and pictures included "Marriage of Arthur and Guinevere," "Feast of Whitsuntide or Pentecost," "Conferring of the Order of Knighthood."

Diaries. There were several of these, one supposed to be Sir Bedivere's; this, Sir Badon's: "I'm afraid there's going to be a war. Some say King Arthur is the son of Anton or Gorlois, or basely born, not a son of King Uther." "A knight came to the court today as said he was sent by Gareth the Kitchen Knave. He explained to the king why he and his brothers formed an allegory; they wished to catch Sir Lancelot and kill him. He begged the king's forgiveness, but he was put in the dungeon for the time being."

Certain suggestions might be interesting to anyone undertaking similar work: candle grease makes excellent cement for the walls of soap towers; pieces from an old net purse or wire dish-cloth, combined with sections from a tin-can, make good armour; tin-foil can be fitted about a small doll to give the general appearance of mail.

* * *

Healed

MARY H. GUTHREY, Teacher
Los Angeles City Schools

DARK sorrow struck a crushing blow.

My heart fell, stunned, and made no cry.
Unending weeks it lay so still

I thought that it must surely die.
Naught could arouse it: sun, nor storm,
White moon, nor livid lightning stroke.

*One day a child, in pity, kissed
Its wounds; and, healed, my heart awoke.*

Code of Ethics for a High School

FREDERIC P. JOHNSON, *Principal, Hayward Union High School*

The principal wrote a code of ethics according to his way of thinking; the pupils' committee re-wrote the code according to their way of thinking. A comparison of the two ways of thinking is interesting. The reader may draw his own conclusions.

a. As Suggested by the Principal

TO be a loyal student of Hayward Union High School I must bear in mind:

1. That the two greatest goods are mind and character, and that I must therefore train my mind and strengthen my character.
2. That, to train my mind, I must learn to hold my mind to my task and to think.
3. That, to strengthen my character, I must do the thing that ought to be done, at the time when it ought to be done, and just as well and as quickly as I can do it.
4. That Hayward High's primary rule of conduct is: You know what is right, do it.
5. That I can readily test my conduct by the law of universality: Suppose everybody did as I do, what would the result be?
6. That I am to live the best possible life TODAY.
7. That I have in my care the man of tomorrow—the man that I hope to be.
8. That my attitude toward my teachers must be one of respect and eagerness to be taught.
9. That my thought toward my school and my fellows must be one of loyalty and truthfulness.
10. That my bearing toward all men must be one of courtesy and helpfulness.

b. As Amended and Adopted by the School

To be a loyal student of Hayward Union-High School I should bear in mind that I must:

- Train my mind and strengthen my character.
- Learn to concentrate and to think.
- Prepare for the future by living the best possible life today.
- Test my conduct by the law of universality.
(*Suppose everybody did as I do, what would the result be?*)
- Be courteous and helpful.
- Apply the Golden Rule in my conduct toward my fellow students.
(*Do unto others as you would have them do unto you.*)

Have the correct attitude toward my school work.

Keep physically fit.

Endeavor to support school activities.

Regard my teachers with respect, and

Be a good sport at all times.

YOU KNOW WHAT IS RIGHT, DO IT.

* * *

Song of the Merced

FLOYD E. DEWHIRST, *Norwalk*

Written after a fishing trip along the Merced River, some distance above Yosemite Valley.

AS I sit in my camp, by the River Merced,
Its waters a message are bringing,
While the winds hum a tune in the pines overhead,
The waves, o'er the stones, I hear singing.

I am snow from the peak of the Triple Divide,
I am ice, which on Isberg has lain,
I have brought from Mount Lyell's steep slopes
a cold tide,
Life and freshness to send to the plain.

Haunts of coolness I leave, where the canyons
are grand—
Azure lakes mirror skies which are blue,
But the valley I seek, with its dry thirsty sand,
I have work that is gladness to do.

I am life for the clusters which hang on the vines,
For the fruits which adorn the green tree,
I am strength to the crops, where the sultry sun shines,
Those who thirst find refreshment in me.

I have come, a rich gift, which the mountains
have sent
To the toilers who dwell down below,
And the task which is mine, I perform, well content,
So I sing while myself I bestow.

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Bulletins for 1931 appear in 2 editions

The first describes The Cleanliness Crusade material and other related educational and recreational projects, re-edited by Dr. Bonser of Columbia University, and classified for all grades from the first primary up through high school. For high school grades there is included special project work in history, geography, industrial geography, industrial arts, and home economics.

The other describes material of particular interest to Home Economics teachers. It also lists material for special uses which would be difficult to classify under specific headings.

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The National Soap Sculpture Committee, 80 East 11th St., New York, announces the Seventh Annual Competition for small sculptures in white soap. Complete information on the competition and interesting material for the use of soap sculpture as recreational projects in schools of all grades will be sent upon application to the Committee.

Social Studies in Rhyme

LYDIA GANSEY, Montebello

THE B-Fifth grade in Bandini School wrote a poem on the board about cowboys in the Western States, different pupils contributing lines which composed the poem. This was erased and each pupil then wrote an individual poem about some topic in social studies. Rhyming words were listed on the board as the pupils asked for suggestions.

Rhythm was stressed the following day by reading poems, accenting the rhythm and by writing lines of poetry on the board, marking rhythm with long and short dashes. The pupils enjoyed fitting their own lines to a uniform rhythm and re-wrote their poems with pleasing results.

The best poems follow:

Cowboys

GALLOP, gallop, cowboy pony!
Cross the pasture wide and lonely,
Passing scattered fields of grain,
Guarding cattle on the plain.

Gallop, gallop, cowboy pony!
Herding all the cattle lonely,
Goes at last to bed at night,
Early's up at morning light.

Gallop, gallop, cowboy pony!
Going to the stream so lonely,
Passing o'er the plain so wide,
Pony he likes best to ride.

Gallop, gallop, cowboy pony!
Riding merrily although lonely,
Bringing cattle in at night,
Driving out in morning light.

—By Dean Chapman, age 8½ years.

Cowboys

GALLOP, gallop cowboy's pony!
Cross the rough and lonely plain,
Grass and cowboys, cattle only;
Scattered fields are ripe with grain.

Cowboys only, quickly riding,
Cattle only, eating grain;
Round and round the cowboys driving,
O'er the dry and lonely plain.

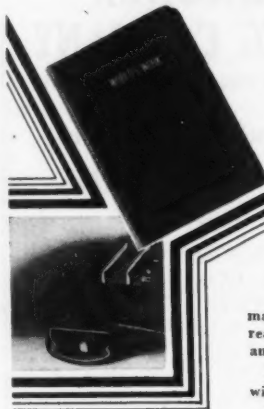
Soon another day will pass,
Cows are out and eating grass,
In the morning's early light
Off are cowboys, fast and bright.

Gallop, gallop, cowboy's pony!
Big and busy cowboys only
Working hard as each one can,
Herding cattle o'er the land.

—By Margarita Mosqueda, age 10 years.

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University of Southern California

IN order to meet the special needs of people attending the National Education Association convention in Los Angeles June 27 to July 4, the University of Southern California has arranged a number of special courses to open Monday, July 6, and to continue for three weeks.

Dr. Willis A. Sutton, president of N. E. A., will preside at the 1931 meeting, which is to be headquartered in the Shrine Auditorium, close to the campus of the University of Southern California. Many members of the association are to combine attendance at the meeting with summer study in the six-weeks session at the Trojan university.

The 1931 summer session proper of Southern California provides a 12-weeks study program divided into two equal terms:

First term, June 22 to July 25 (three Saturdays).

Second term, July 27 to August 29 (three Saturdays).

A series of lectures, musical events, and dramatic programs has been arranged for the benefit of the summer student body.

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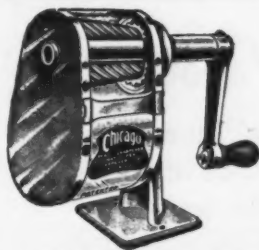
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*This is addressed to those teachers who elect to spend their vacation "somewhere on the Pacific Coast."

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Social Science Teachers Meeting

CENTRAL SECTION social science teachers held an important meeting in the Fresno High School a short time ago. A discussion of pending legislative enactments was the principal theme of the meeting.

Dr. F. W. Thomas, president of the Fresno State Teachers College, acted as chairman of the open forum part of the meeting. Among the speakers were Assemblyman Lucius Powers, who discussed equalization, and Assemblyman C. Todd Clark, who spoke on tenure.

Arthur C. Shepard, counsel for Fresno County schools, also discussed sabbatical leave, and A. E. Balch, principal of the Washington Junior High School, commented on retirement provisions during the open forum part of the meeting.

Mayor Z. K. Leymel, who besides teaching for many years in the Fresno city school system, has also been a member of the assembly, spoke.

The officers of the organization are Ralph H. Brady of Clovis Union High School, president; Willard M. Brown of Roosevelt High School, vice-president; and Miss Elizabeth A. Noyes of Selma, secretary. John Mock of the Fresno High School faculty, served as chairman of the resolutions committee.—Willard M. Brown, Fresno.

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**A. B. ZuTavern**

A. B. ZuTavern, president, Commercial Text Book Company, Ltd., of South Pasadena, was one of the speakers at the meeting of the North-eastern Ohio Commercial Teachers Association in Cleveland last month. Mr. ZuTavern's topic was "The Past, Present and Future of Business Training."

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NOTICE OF EXAMINATION
SAN FRANCISCO PUBLIC SCHOOLS

An examination to qualify teachers for appointment to positions in the Kindergartens and grades one to eight, of the San Francisco Public Schools, will be held in San Francisco, California, on Saturday, April 25, 1931, at 8:30 a. m.

Full details may be secured by writing to the Department of Personnel, Office of the Superintendent, Room 285 City Hall, San Francisco, California.

Applications must be on file in the office of the Department of Personnel not later than Saturday, April 18, 1931, at 12 m.

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Coming Events

March 30-April 1—California Music Supervisors Conference, Biltmore Hotel, Los Angeles.

March 30-April 2—California High School Principals Association Convention, Santa Cruz.

April 10—C. T. A. Board of Directors meeting, San Francisco.

April 11—California School Library Association joint meeting, Northern and Southern Sections, Del Monte.

April 11—C. T. A. Council Annual meeting, San Francisco.

April 13-15—California Library Association, Del Monte.

April 17—Western Penmanship Association meeting, Edison School, San Francisco, 3:30 p. m.

April 18—Shakespeare Contest, Wheeler Hall, University of California, Berkeley.

April 18—Joint meeting of Administrative Council and Southern Section of the California Vocational Federation, U. S. C., Los Angeles.

May 1-2—Northern California High School Orchestra Contest, Civic Auditorium, San Francisco.

May 19—Pacific Regional Conference Future Farmers of America, Boise, Idaho.

June 27-July 3—National Education Association Convention, Los Angeles.

July 27-August 2—World Federation of Education Associations, Denver.

February 20-25, 1932—National Education Association, Department of Superintendence, Washington, D. C.

* * *

World Federation Meeting at Denver

July 27 to August 2

DENVER will be the scene of the biennial convention of the World Federation of Education Associations. The homeward trek of teachers attending the N. E. A. Convention at Los Angeles will include Denver and this second great educational convention of the summer.

"We are bringing 500 Georgia teachers to the Los Angeles convention," said Dr. Willis A. Sutton recently. "And all 500 are coming home by way of Denver and the World Federation Convention."

The World Federation of Education Associations came into existence in 1923 in San Francisco, at the time of the N. E. A. Convention at Oakland. Out of this beginning grew the first convention at Edinburgh in 1925.

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SIERRA EDUCATIONAL NEWS

MAY

1931

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Blessings on the man in blue

Two women...Americans...panic-stricken at a German railroad junction...a train coming around the bend...already slowing up for the junction. Is it theirs? Who can tell them? A ring of polite officials about them eager to serve, but they could not talk each others language.

Night coming. What if there is no hotel? German passengers crowding to the tracks as the train thunders in and grinds to a stop. What to do?

Then came...blessed sight...the Man in Blue.

"We shall never forget the words on his cap," one of these women wrote later, "'American Express.' It was like home, and when he smiled and spoke in English, we nearly wept for joy..."

In short, he did things with tickets and baggage. A few phrases in German galvanized the willing officials into action, and then a "This way, please. Here we are." And as the train pulled out two happy American women waved their hands in blessings on the Man in Blue.

Just an every-day common-

place in his busy life of service to travelers, but how much he meant to the two women might be gathered from the way they held all the tighter the American Express Travelers Cheques that had commanded such service.

He was only an outpost of the travel service which has manned important travel points with English-speaking travel staffs. Their American Express Service job is to extend the helping hand to the stranger in a far country. The letter we have quoted is one of hundreds which have come to the American Express from grateful travelers abroad. They recognize that the Blue Express Travelers Cheques are backed by a travel organization with a sense of far-flung responsibility.

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LOS ANGELES, CALIFORNIA

SIERRA EDUCATIONAL NEWS—Published monthly (except July and August) by the California Teachers Association. Editorial and business offices, 155 Sansome Street, San Francisco. Entered at the San Francisco Postoffice, January 23, 1906, as second-class matter under Act of Congress, March 3, 1879. Subscription, \$2.00 per year; 20c per copy.

TRAVEL SECTION

The Birthplace of Los Angeles

CHRISTINE STERLING

SIERRA EDUCATIONAL NEWS has asked me to write a little article on my recent activities around the birthplace of Los Angeles.

I am writing in the old Avila Adobe, which is the oldest and most historic house in the city, and the spirit which dictates to me is not the spirit of modern, progressive Los Angeles but the spirit of a little pueblo which dreamed away its days in the sunshine and had time for love and a heart for romance.

Shortly after the middle of the eighteenth century Governor Gaspar de Portola and Father Junipero Serra were commissioned by order of King Carlos III of Spain to build a new north-western frontier.

This resulted in the inception of Alta California as a Spanish province and the founding of the Missions. Mission San Gabriel, which became the largest and richest of the Franciscan



Christine Sterling



*Josephine Gomez, Flower Girl of
El Paseo de los Angeles*

establishments, came into being on September 8, 1771.

Ten years later a little procession of soldiers, priests and settlers, headed by Governor Felipe de Neve, marched nine miles across the valley from the Mission and beneath a "ramada" banked with wild flowers and bathed in sunlight, an infant pueblo was born and given the beautiful name of "*El Pueblo de Nuestra Senora la Reina de los Angeles*" which translated is "The City of Our Lady Queen of the Angels". This was at sundown on the day of September 4, 1781.

Built in 1818—A Home

Two years later Cornelio Avila, founder of the Avila family, came to California. In 1818 his grandson, Don Francisco Avila, built a fine adobe home on Olvera Street, facing the Plaza. It is in one of the old rooms of this house that I am now writing. The deep-recessed window looks out on a sunny patio, where for countless springtimes the trees and shrubs have awakened to new life just as they are doing today.

Olvera Street was one of the first streets in the pueblo and Francisco Avila spared no labor nor expense to make his home the most luxurious on the Plaza.

The memory of the Mexican regime in California lingers like the haunting melody of a

dreamy serenade. We thrill to its rhythm and beauty but we continue to compose discordant jangling notes. Books are written telling of the charm of the old days, but the actual living works of the pioneer mothers and fathers are all being condemned and destroyed.

A Fashionable Social Center

When Los Angeles was a growing pueblo the Plaza was the fashionable social center and the Avila Adobe one of the finest homes. Facing the old Plaza Church, its broad veranda and spacious rooms were the gathering place for friends after church services, weddings, christenings, and fiestas.

In 1831, when plots and counterplots were threatened against Governor Victoria and Spanish rule, the Adobe became known as "Casa

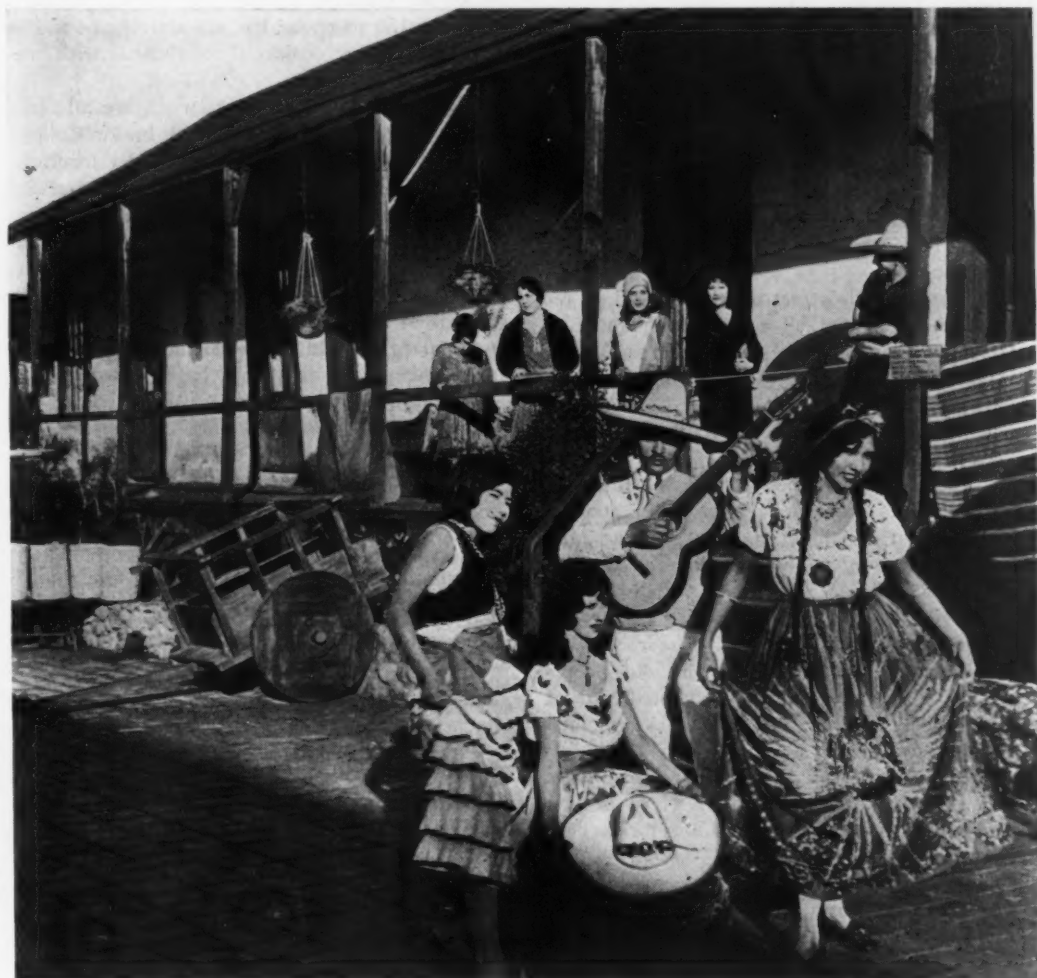
Revolutionario". Avila was killed in a combat with Victoria. His body was returned to the Adobe and his family to be mourned.

In 1847, when the Americans marched into Los Angeles and raised the Stars and Stripes over the Mexican pueblo, the Adobe was chosen as headquarters for the United States generals.

Years went by and the pueblo flourished under the rule of the Americans. Gold was discovered in Placerito Canyon long before Marshall discovered gold in the North.

The turbulent days of the Civil War came and passed, leaving the old Adobe home still standing but becoming more shabby through neglect.

When the City of Our Lady Queen of the Angels had attained the dignity of a million population and a great City Hall cast its shadow on Olvera Street and the old Avila Adobe, the once



Fiesta Day at Avila Adobe -- El Pasco de los Angeles

historic and proud spot which was the birthplace of Los Angeles, was standing in filth and decay.

The roof of the Adobe was open to the sky, its sagging balcony a menace to the public. The windows were broken and boarded up; rats raced through its empty rooms.

A Piteous Ruin

Nailed on the front door through which the American generals had passed was a sign "condemned". Olvera Street was nothing but an unpaved alley, a dumping place for rubbish and a hangout for bootleggers.

It was at this time that I leased the old Adobe and began cleaning it up. Public sentiment also came to the rescue. The building materials necessary for repairs were donated.

On October 6, 1929, five fairy godfathers agreed to let me have money enough to pave the entire street. These five men were Harry Chandler, Henry O'Melveny, Lucien Brunswig, James Martin, and Rodolfo Montes. Every department in the City Hall helped toward smoothing out the legal tangles in the project.

Prison labor was donated for the street work. The Chamber of Commerce put their strength back of the enterprise. Various clubs made contributions. On the morning of November 7, 1929, the first picks and shovels went into Olvera Street. The work toward the preservation of the past began.

The historic little street today is paved in red padre tile. Palm and olive trees are planted on each side. The pathway of the Zanja Madre, "Mother Water Ditch," which brought all the water into the pueblo from the Los Angeles River, has been marked as it flowed across Olvera Street.

Mexican men and women in native costume sell attractive wares from under gay little canopies. A tiny portion of "their" country is theirs once more and they sing in the sunshine and whisper "Gracias a Dios".

The Avila Adobe is again a social center and the admiration of all who pass. The rooms are furnished with lovely things. The old people come and sit by the fireside contented that at least one scene of their young days has remained fixed and permanent.

Olvera Street we call *El Paseo de los Angeles*—"the Pathway of the Angels". Here broken dreams are mended and sacred memories kept alive.

The entire Plaza area should be converted into a fine Latin-American center. There are still precious landmarks to be saved: the old Pio Pico House built by the last Mexican Governor in California; the Lugo House, the first two-story adobe.

We should build a large hotel; a building suitable for the Latin-American Consuls; a manufacturers building where American goods can be displayed in charge of Spanish-speaking clerks. American industry seeking a trade outlet with Latin-America would find Los Angeles the "clearing house" for this business which is destined to be of vast proportions.

The creation of such a center would not only mean the preservation of our history but it would be the fulfillment of a real and sincere Pan-American ideal.

* * *

An Orange County History

ROY W. CLOUD

ORANGE County Historical Society has just published Volume One of a history series of Orange County. It is quarto size, contains 150 pages and is attractively bound in rich dark wine colored cardboard with reinforced cloth back.

The typography and press-work are all from the Santa Ana High School and Junior College press. The book was published under direction of Thomas E. Williams, who is in charge of the printing shop and classes.

It is rarely the good fortune of anyone to see such a splendidly printed book. It is a two-color job in black and orange. The body of the work is in large 14-point type, well-spaced; the wide margins add very considerably to the appearance of the book.

The articles were written by residents of Orange County who have taken a considerable interest in the affairs of Southern California.

Among the articles are two chapters, one on California land grants, the other on image ceremonies of the Mission Indians, by William McPherson; old days in San Juan Capistrano, by Bessie M. H. Carrillo; two chapters of early Anaheim, by Alice Grimshaw; symbolic markings of San Juan Capistrano Mission, by Dr. Charles D. Ball; names of places in Orange County, by Terry Stephenson; early days in Santa Ana, by Mrs. R. J. Blee; Madame Helena Modjeska in America, by Adelina Pleasants; some reminiscences of Orange, by Samuel Armor; and others.

The illustrations are pen-and-ink-work and, while few, are interesting.

Mr. Williams is to be congratulated upon the excellence of the production of his classes.

Last year his project was "Camino Viejos, Old Roads," by Terry Stephenson. It is to be hoped that he will keep up the good work, as he is not only creating in his pupils an appreciation of remarkably fine typography but is giving historical material which is of very great value.

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Today, under the guiding hand of Senora Consuelo Castillo de Bonzo, it is just as interesting and enjoyable.

On your first visit, the Senora will welcome you with a flow of musical Spanish greetings—then, in perfectly good English she continues the conversation and helps you realize that, although you apparently are in the heart of Old Mexico, the Stars and Stripes are only a block away.

Do not try to select your first meal—let the Senora do that. "Mexican dinner" is all you need say!

Casa la Golondrina was christened April 15, 1930, by Ramon Navarro and Senorita Dolores del Rio, and today its reputation is world-wide. The guest book contains names of celebrities of the press, pulpit, stage, screen, radio and other walks of life.

After the title page, the first name is Frank A. Bouelle, superintendent of Los Angeles city schools. Will Rogers, and all the other cinema stars who appear in "The Stolen Jools," have eaten at Casa la Golondrina and have autographed the guest book. Hundreds of leading society folk from all over the world have indited their distinguished names in this now famous volume.

Leo Carrillo, one of California's great actors, has contributed to the book a charming verse:

My Land

OUT in the land of the setting sun
To me is where the world begun,
And there to me the world will end—
Mourned by kin and loved by friend.
Where my fathers sleep in sun-baked clay
Near the murmuring waters of the Bay
I'll be contented in my sleep—
My western cradle of the deep.

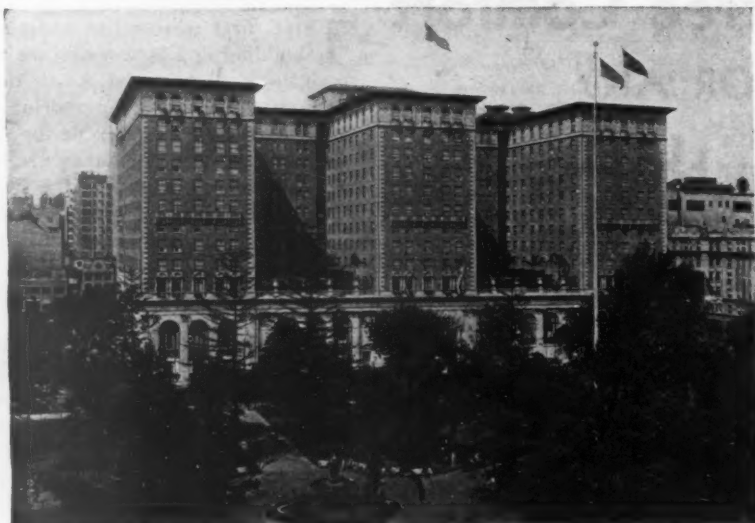
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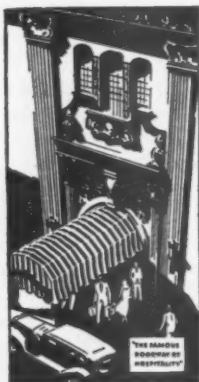


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[SEE COUPON ON PAGE 39]

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Where to Eat in Los Angeles

During the National Education Association Convention, June 27 to July 4, there will be thousands of teachers from every state in the Union—including many from California—who have never before visited Los Angeles. For these especially we offer in this issue of the Sierra Educational News the advertisements of some of the restaurants, cafes, and cafeterias where good food may be obtained. Look them over. Try them all if possible and learn something of the infinite variety of gastronomic offerings to be had.

The 20,000 teachers who live in the "trade area" of Los Angeles are also invited to "read and eat".

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In Los Angeles at—

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744 S. Hill
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In Los Angeles at—

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1633 N. Vine
5633 Wilshire Blvd.
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1933 W. Sixth
807 W. Seventh
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The Quaint Mexican Cafe
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Dinner—Dance—\$1.50 and \$2 per Plate

Regular Prices and Service in The Old Wine Cellar

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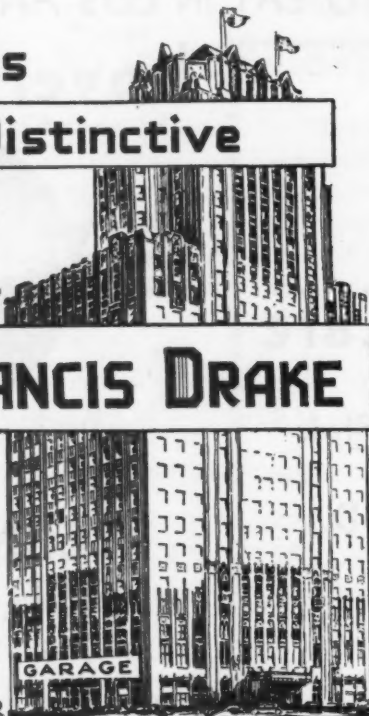
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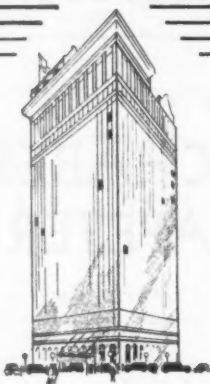
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WILLIAM TAYLOR RATES

Room with bath.....from \$3.00

HOTEL WHITCOMB RATES

Room with bath.....from \$2.50

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Coming to San Francisco in July?

Delegates and visitors to the N. E. A. at Los Angeles are cordially invited to San Francisco in July after the convention.

As the hotels may be well filled at that time, it is advisable to make reservations in advance.

Read the hotel advertisements in this issue and make your reservations as soon as you decide on your date of arrival.

"It is always cool in San Francisco"

When You Visit
SAN FRANCISCO
on your way to or from Convention

Stop At The
Hotel Stewart

Very moderate rates for high class accommodations. Excellent Meals—Breakfast 35c, 50c and 60c; Luncheon 65c, Sundays 75c; Dinner \$1.00, Sundays \$1.25.

Geary Street Just Above Powell

Visitors who plan to come to the convention by automobile should write to the Automobile Club of Southern California, 2601 South Figueroa Street, Los Angeles. The Club will supply, without charge, information about roads, interesting places, hotels and auto camps for the entire trip.

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DELIGHTFUL CUISINE; SMILING SERVICE.

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\$1.50 to \$2.50
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FOR INFORMATION APPLY TO MRS. M. GORDON

As we "rush to press" Oakland reports that over 500 teachers have signed up to go to the Los Angeles NEA meeting. The many excellent stories and illustrations in this issue will likely add a thousand from Oakland. Over 1600 Oakland teachers are members of the CTA. The superintendent is State Director of the NEA and member of the Board of Directors of the CTA, and he has Given them all an invitation to come to Los Angeles.

◆ Where to Go for Summer Vacation ◆

The N. E. A. Convention at Los Angeles, June 27 to July 4, will be the mecca for thousands of teachers from all parts of the United States.

After that event comes the long summer days—the delightful summer days of the Pacific Coast or the mountains.* Read the advertisements in the Travel Section of the Sierra Educational News and select your "vacation place" from the resorts that especially invite the teachers.

*This is addressed to those teachers who elect to spend their vacation "somewhere on the Pacific Coast."

PLAY HOOKEY FROM SCHOOL THIS
SUMMER IN THE SIERRAS AT

GRAY EAGLE LODGE

in the Lakes Basin of

The Feather River Wonderland

Where— The days are warm—but not hot—and the nights are cool.

Where— The elevation is just right for the change you owe yourself from a near sea-level vocation.

Where— You may loaf in the shade of stately pines or hike to many lakes and mountain peaks or ride a trail-wise horse into virgin back country.

Where— Hiking and sport clothes are vogue and the people you meet are the kind you like best.

Where— Everything is clean and comfortable and you will look forward to breakfast, luncheon and dinner.

Let us send you a full descriptive folder.

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LAGUNA BEACH, CALIFORNIA
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A real summer's recreation on beautiful Puget Sound. Fine sandy beach and cool green trees. Real salmon and other salt water fishing. Boats, outboard motors, tackle. Horseback, tennis, croquet. Fossil hunting trips. Cabins with fireplaces. American plan with home cooking or housekeeping, \$12.50 to \$18 per week. Camping. Write WEST BEACH RESORT, EAST SOUND, WASHINGTON

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WRITE D. I. GALT, GLEN ALPINE, LAKE TAHOE

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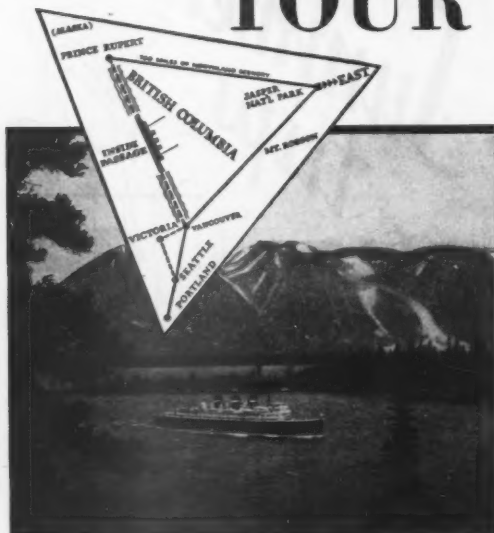
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